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ABSTRACT

Intended to accompany a series of six 15-minute color videocassette programs, this teacher's guide contains suggestions for teaching high school students to achieve the series goals, which are to: (1) acquire accurate information about the elderly and the aging process by debunking myths that currently surround this biological, psychological, and sociological change; (2) develop an awareness of, and sensitivity toward, the aged while stimulating students to consider their own aging process; (3) promote positive ideas and feelings about the elderly and aging, replacing stereotypes that have brought about age prejudice and discriminatory practices against the elderly; (4) encourage intergenerational communication and activities by stressing interests common to both young and old; and (5) sensitize students to the issues of aging by having them draw parallels with their own life experiences. Each lesson includes a key issue, objectives, a synopsis, preparation, follow-up, outside activities, and, for most lessons, student activity sheets. At the back of the guide is a factual summary on the topic of aging, entitled "Human Aging--An Introduction," by Dr. Darrell Slover. There is also a list of additional resources: films, filmstrips, reference books, biographies, fiction, and journals. A list of several agencies, with their addresses, is included with the Annotated Additional Resources located at the end of the guide. (LH)

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TEACHER'S GUIDE TO

Old Enough to Care

A series of 6/15 minute programs for high school students about AGING

Produced by WCNY/Syracuse
with partial funding from
the Corporation for Public Broadcasting

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Old Enough to Care

TABLE OF CONTENTS

Introduction 4

Series Goals 4

Series Overview 4

Recommended Classroom Use 5

Teacher's Guide 5

Student Materials 6

The Storyline 6

Program 1 — "Alterations" 7

Program 2 — "Buried Treasures" 9

Program 3 — "Third Wind" 11

Program 4 — "Taking Stock" 13
THIS PROGRAM REQUIRES ADVANCE PREPARATION

Program 5 — "Paper Slippers" 15
THIS PROGRAM REQUIRES ADVANCE PREPARATION

Program 6 — "Hello/Goodbye" 17

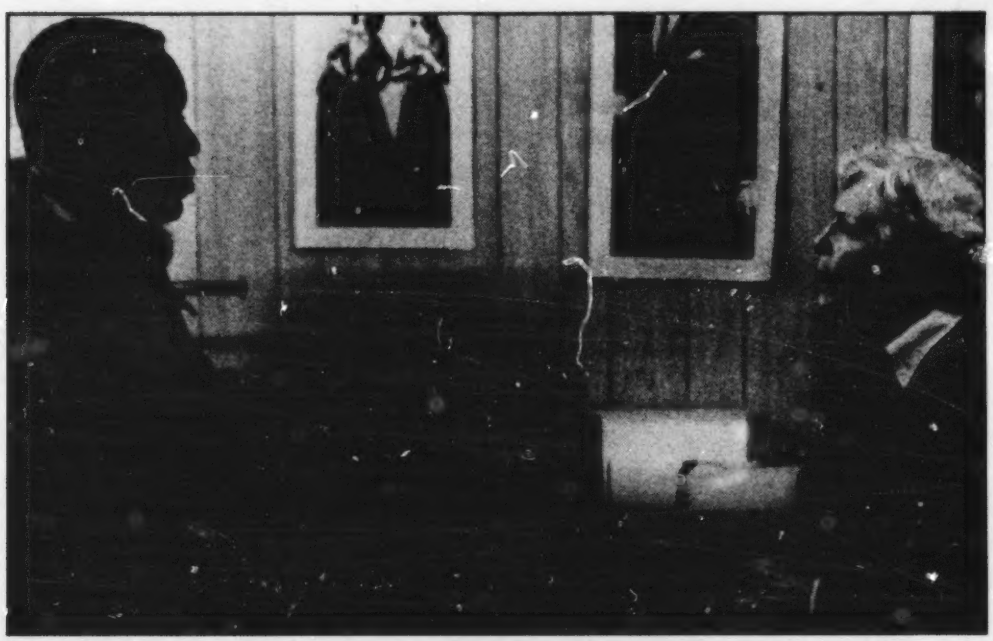
Human Aging — An Introduction 19

Annotated Additional Resources 24

Organizations on Aging 27

State Agencies on Aging 27

Student Activity Sheets ..... **Inside Back Cover**



INTRODUCTION

We are all members of an aging America. Each day in the United States some 5,000 Americans reach the age of 65. The 1980 census revealed that the segment of the population aged 65 and older comprises an unprecedented 11.4% of the total U.S. population. This means that more than one out of ten persons in the nation currently falls into the elderly category; a figure three times the proportion of the elderly represented in the year 1900. By the year 2010, almost one-half of the past-65 population will be 75 years or older and one out of every 7.2 persons will fall within the elderly category.

Our mobile society has often created a geographical and social separation of the generations, leaving youth with little opportunity to live or work with the aged on a daily basis. This limited contact has left many young people with a generally poor understanding of the aging process and the lives of the aged. Rarely reminded of the realities of aging, few plan ahead for their own older years.

In the year 2010, today's students will comprise the group that will be the bridge between the significantly larger portion of the population, the elderly, and the emerging younger generation. Since this middle group will constitute the work force, the responsibility for contributing financially to support the increasing number of retired elderly will rest with them. Many of them will also be providing some form of care for their elderly family members, while at the same time planning for their own retirement. It is, therefore, critical to educate today's students about the process and problems of aging so they will be better able to deal with society in general, as well as to prepare for their own advancing years.

SERIES GOALS

OLD ENOUGH TO CARE has been designed for high school students to:

—provide accurate information about the elderly and the aging process by debunking myths that currently surround this biological, psychological, and sociological change;

—develop an awareness of, and sensitivity toward, the aged while stimulating the students to consider their own aging process;

—promote positive ideas and feelings about the elderly and aging, replacing stereotypes that have brought about age prejudice and discriminatory practices against the elderly;

—encourage intergenerational communication and activities by stressing interests common to both young and old;

—sensitize students to the issues of aging by having them draw parallels with their own life experiences.

SERIES OVERVIEW

OLD ENOUGH TO CARE consists of six 15-minute television programs, a teacher's guide, and student materials. It can be used effectively in several curricular areas. In home economics, it can enrich the study of family life, human care and development, society and the individual; in health education courses, the instruction of nutrition, health occupations, human growth and development; and in social studies, the areas of economics, sociology, psychology, and contemporary issues.

RECOMMENDED CLASSROOM USE

The series of six programs features a continuous dramatic situation; therefore, teachers are encouraged to use it in its entirety. The programs can be used either one per week as broadcast or recorded off-air for use at a later date.

Teachers choosing to use the six lessons as a complete module on aging might consider viewing three lessons per week over a two-week period. This arrangement will allow for additional class periods to be spent on the subject for those classes desiring a more in-depth study.

Teachers who elect to devote six successive days to the series should attempt to spend the entire class period on each lesson to allow for classroom discussion before and after viewing. To enhance the students' understanding of the messages contained throughout the six programs, assigning the outside activities would be beneficial.

TEACHER'S GUIDE

The teacher's guide consists of suggestions for using OLD ENOUGH TO CARE with high school students. These suggestions are organized as lessons following the sequence of the programs in the series. Each lesson includes a *key issue, objectives, a synopsis, preparation, follow-up, outside activities,* and, for most lessons, *student activity sheets.*

Since the series can be used in a variety of academic subjects, the teacher's guide offers a wide range of discussion questions and activities. These are arranged in "topic clusters" to help classroom teachers sort out the different themes or information strands that run through each program. Many of these themes are carried throughout the series. The topic clusters give teachers choices for points of departure pertinent to their subject areas. For example, home economics teachers may be more interested in pursuing the human care and development aspects of the aging process, whereas sociology teachers might be more interested in the concept of the elderly as individuals in society. Teachers of courses on aging will undoubtedly have their own syllabi and might find the OLD ENOUGH TO CARE guide a good supplement. While the topic clusters might be of interest to them, the clusters might prove more useful to the teachers just beginning to undertake the teaching of aging.

For those teachers using this series extensively, the guide offers additional ideas and information. At the back of the guide is a factual summary on the topic of aging, entitled *Human Aging — An Introduction,* written by Dr. Darrell Slover, Content Specialist for the OLD ENOUGH TO CARE series. There is also a list of additional resources: films, filmstrips, reference books, biographies, fiction, and journals. Information is also available from Federal bureaus such as the U.S. Census Bureau and the Social Security Administration, and national agencies such as The American Association of Retired Persons (AARP). A list of several agencies, with their addresses, is included with the Annotated Additional Resources located at the rear of this guide. Teachers are encouraged to contact the Area Agency on Aging in their vicinity for local data concerning the elderly population. Write or telephone the State Agency on Aging for the location of the nearest Area Agency on Aging. A directory of all State Agencies on Aging is located in the resources section at the back of this guide.

For a more rewarding classroom discussion of programs four and five, advance preparation is recommended. Please refer to pages 13 and 15 for specific details.

Even if a teacher does not wish to pursue the study of aging in depth, the series will serve as a wonderful introduction to the subject. Hopefully, it will stimulate the students to be more aware of the elderly in our society and to think about their own lives as they age.

STUDENT MATERIALS

Several reproducible student activity sheets have been prepared for most of the programs. These are located in a pocket on the inside back cover of the guide.

It is recommended that the activity sheets for each lesson be duplicated before the television program is viewed. Some of the activity sheets are to be used as preparation for the program, others for classroom discussion after viewing.

The suggestions for using each of these activity sheets are placed within the topic clusters as a part of a classroom activity or discussion. If it is decided not to incorporate the material from some of the topic clusters within the classroom follow-up discussion period, the activity sheets may be distributed to the more serious students for outside classroom projects. Teachers might also want to reproduce the material in *Human Aging — An Introduction* for distribution to the students.

THE STORYLINE

Program One sets the stage for the series and introduces the four major characters: Bea, Larry, John, and Sandy. Program Six brings to a close all of the activities that have taken place since Program One, but leaves a few questions unanswered. These unresolved questions relate to the future of the two youngest major characters, who are the same age as our target audience. This open-ended arrangement should allow for some very interesting classroom discussion as the students project themselves into these characters and begin to reflect upon their own futures.

OLD ENOUGH TO CARE is the story of four very different people who are trying to make decisions about their futures. Three of the four have been acquainted through the years because of living and working in the same neighborhood.

Bea Stanton is 75 years of age and recently widowed. She is alone for the first time in many, many years. She and her late husband, Hal, owned a dry cleaning establishment located in a neighborhood that is termed, in today's vernacular, transitional. They lived in the apartment above the store.

As our story opens, Hal has been dead five months, and Bea has made a decision to close the dry cleaning store. This is the *only* decision she has made. She does not know what she wants to do with the rest of her life, where to go, or where to live. These are all very important decisions for anyone at any time of life.

John Waller is an 18-year-old high school senior. He and his family moved into the neighborhood about two years ago. He was the school's basketball star and had planned to go on to play pro ball. However, a bad injury to his knee has ended all of that and now we see him frustrated and concerned because he does not know where he is going with his life. Having professional parents who would like to see him achieve does not help his self-image.

Larry Bensky is a tailor who had been employed by the Stantons for many years. He chose to retire at 65 because that is what he thought he should do He actually thought he would be entering the "golden years" with not a worry on his mind, but soon learned that he could not live on Social Security retirement benefits. He takes a job as night watchman at a salvage yard, but he lives an existence without purpose, bothered by the fact that he is growing older, and he is afraid of dying. He is alone and lonely.

Sandy Valaine is 16 and a junior in the same high school attended by John. For three years, she has been housekeeper and cook for her father, Max, and eight-year-old brother, Pudge. Her mother was killed in an automobile accident. Sandy is wrestling with the problem of growing up and establishing some independence from her overly protective father. She wants to look for a summer job, but her father refuses to allow this, reminding her that he and Pudge need her at home.

All four of our major characters have similar problems, needs, desires, frustrations, and concerns. As the story unfolds, other characters enter the plot and some of them have perspectives of their own that are revealed to the viewer.

ALTERATIONS

KEY ISSUE

How does it feel to be a victim of stereotyping?

OBJECTIVES

1. To identify and challenge common stereotypes of age groups, e.g., older people are incapacitated, rigid in views and behaviors, and asexual; younger people are untrustworthy and irresponsible.

2. To define and distinguish among "aged," "aging," and "ageism."

3. To recognize that coping with change is a constant factor in development.

4. To demonstrate that the problems of aging are as much a result of stereotyping and discrimination as they are a result of biological change.

SYNOPSIS

In a small dry cleaning establishment, Bea, the 75-year-old proprietor, and John, a teenage athlete, realize how stereotyping can cause mistrust and suspicion. Another teenager, Sandy, arrives at the shop where Larry, the former tailor, has started to alter a pair of pants that John claimed almost too late. Larry, noticing John's knee injury, and John, sensing Larry's eagerness to reestablish his friendship with Bea, encourage each other. Meanwhile, Bea and Sandy talk, Bea changing her attitude toward herself and Larry, and Sandy correcting some of her own misconceptions about the old and the process of aging. In watching Bea and Larry rekindle their friendship, the two teenagers get to know each other better, too.

PREPARATION

REMINDER: BEFORE VIEWING THE PROGRAM, MAKE COPIES OF ACTIVITY SHEETS 1, 2, AND 3 FOR THIS LESSON. THEY ARE LOCATED IN THE POCKET AT THE BACK OF THIS GUIDE.

A. IMAGES OF AGING

1. Explore with the students possible definitions for "stereotype." One possible definition is "A general image or expectation which is assumed to apply to the members of a group."

2. Distribute Activity Sheet 1 to the students, giving them a few minutes to complete the statements. Ask them to fold the papers and set them aside for discussion after the program in Follow-Up A.4.

3. Ask the students to think of a person over 65 whom they have known well and, on a separate piece of paper, to write a word or phrase to describe that person. When they have finished, ask them to think of a second person over 65 they have known well, writing a word or phrase to describe that person. The purpose of this exercise is to encourage students to look at old age from a more personal viewpoint, concluding that old people are not all alike. This will be referred to in Follow-Up A.5.

4. a. Draw four columns on the board, labeled as shown below, and have the students create a list of stereotypes for each group.

Old People	Teenagers	Women	Minorities

b. Ask the students for examples of when they may have been victims of stereotyping, adding these to the lists on the board. You may need to add more categories and, therefore, columns to the original four.

Follow-Up A.3. will review these lists plus the stereotypes revealed in Program 1.

B. CHANGES

1. Discuss the students' perceptions of growing old, asking them how those views are influenced by stereotypes.

2. Consider with the students how they think they will change as they grow old.

FOLLOW-UP

A. STEREOTYPING AND AGING

1. Define "ageism" for the students. One definition to use is "A tendency to stereotype and discriminate against people because of their ages." Sandy is fighting against being stereotyped, and yet, at one point in the program, Bea calls Sandy an "ageist." Discuss with the students what Bea meant by that term, leading to a consideration of how "ageism" can be directed toward people of various ages.

2. Define "aged" for the students and ask them to discuss how people come to be considered "aged"/old. For example, are newly retired professional athletes, all grandparents, and grown-up child movie stars old? A definition of "aged" is "one who is considered to be old by virtue of chronological, physiological, or social factors." Refer to "Human Aging — An Introduction," which precedes the Annotated Additional Resources.

3. Ask the students for examples of stereotyping in Program 1 and include these on the lists of stereotypes compiled in Preparation A.4.

4. Referring to Activity Sheet 1, discuss with the students why they chose their particular words and phrases. Have them compare those expressions to the stereotypes shown in Program 1. Ask them which, if any, of those words and phrases they would like to change and why.

5. During Program 1, Larry tells John that at 65 he had figured, "Oh, the golden years...and pension...and retirement...the right thing to do...but...it, uh, wasn't that easy." Referring back to Preparation A.2., compare and contrast the older people of the students' acquaintance. Discuss how any of them might be like Bea and Larry. Have the students decide which qualities and attitudes of these older people they would most like to have and develop.

B. RATIONALE FOR STUDYING AGING

Distribute Activity Sheet 2 which lists several reasons why students should study "aging." Although the students will need some time to consider the reasons individually, small group or full-class discussions of this activity sheet are appropriate.

C. ALTERATIONS/CHANGES

1. The title of this program is "Alterations." Ask the students what alterations or changes they sense are beginning to emerge within each of the four characters. Some examples are: Sandy is trying to develop a comfortable image for herself; Larry is facing Bea, renewing his friendship with her, and reconciling his feelings concerning Hal's death; Bea has forgiven Larry and is taking control of her future; John recognizes his limitations and has revitalized his interest in his band.

2. Toward the end of Program 1, when Bea and Larry have a chance to talk alone, Bea says "...the new generation's gonna have things figured out a little better than we did." Larry responds, "No, no, the way I look at it, we're all on the same crazy roller coaster and we better hold on tight to each other." With Larry's comment in mind, ask the students how aging is similar to or different from "growing up." Have them review the definition for aging provided on Activity Sheet 2, "Aging is *not* old age but a series of developmental changes (biological, psychological, and sociological) which occur throughout the lifespan.

D. OTHER ISSUES FOR DISCUSSION

1. When Sandy tries to convince Bea to give Larry a chance, Bea remarks that, after all, there are not many men her age left. Distribute Activity Sheet 3 and have the students discover how the statistics bear out Bea's statement.

2. Bea had assumed that Larry was "too young for her." For years, an older man marrying a younger woman has been socially acceptable; however, an older woman marrying a younger man has not always been approved. Discuss with the students the reasons for this situation. Pursue how they see these societal attitudes changing, if at all.

3. Sandy is surprised to think of her father as single, and Bea reassures her that it is quite natural for "older" people to still yearn for love, companionship, and intimacy. When Larry talks to John about aging, he concludes, "It's not getting old that's so bad; it's getting banged up or sick or scared." Using these and other examples to demonstrate, ask the students to identify the basic concerns that have more to do with being human than with being a certain age.

4. Considering Larry's reaction to Hal's death and funeral, have the students describe various reactions to death and the rituals surrounding it that they have witnessed. If appropriate, you might want to talk about the five reactions to loss: denial, anger, bargaining, coping, and acceptance.

OUTSIDE PROJECTS

1. Have the students examine the media (television, advertising, music, art, cartoons, films, books, magazines, radio, newspapers) for examples of age, sex, and race stereotypes. Have them compare and discuss these examples in class.

2. Ask students to examine greeting cards, e.g., birthday and graduation, and bring to class examples of stereotyping.

BURIED TREASURES

KEY ISSUE

How do individuals *feel* about growing up/growing older?

OBJECTIVES

1. To emphasize the great diversity among people's life histories, concerns, and capabilities, even within age groups.

2. To explore the emotional, social, and physical needs that all people have regardless of age.

3. To identify and challenge myths that: "Older people can't change." "Older people are unproductive."

4. To recognize that growing up, facing change, and growing old are all parts of the process of development.

SYNOPSIS

Sandy's father and brother offer little support in her struggle to grow up. Later Sandy shares her apprehensions with Bea who voices some of her own uncertainties, past and present. She suggests that advancing age does not guarantee answers to all of life's challenges and that it is the appreciation of each other's struggle through life that creates bonds between people.

Walking through a neighborhood park, Bea and Sandy observe people involved in an assortment of activities. Sandy acknowledges that she is intrigued by the different approaches to life she has encountered on their stroll. Bea recalls her own many-faceted past and admits her nervousness over a fitness class she is just beginning.

In the salvage yard, Larry shares his knowledge of old furniture, plus his appreciation of Sandy, with Max. Later Max and Sandy take the chance to reassure each other that, despite the changes in their lives, they will always care about each other. Larry notices this exchange as he brings Max a present to celebrate his birthday, but primarily to remind him to see the joy in every stage of life.

PREPARATION

REMINDER: BEFORE VIEWING PROGRAM, MAKE COPIES OF ACTIVITY SHEET 4 FOR THIS LESSON. IT IS LOCATED IN THE POCKET AT THE BACK OF THIS GUIDE.

A. DIVERSITY WITHIN AGE GROUPS

1. a. Distribute the copies of Activity Sheet 4 and ask the students to complete Exercise 1. Some experiences that might be listed in Exercise 1 are: divorce or death in the family; moving from one place to another; changing schools; babysitting; learning to drive a car; going for a job interview; asking, or being asked, for a first date; taking their first trip without their parents; taking their first airplane trip.

b. Discuss what they have written, leading up to the question, "Is there really a 'typical' teenager?"

2. a. Ask students to complete Exercise 2 on Activity Sheet 4 which asks for changes, losses, or new experiences an older person might experience. Some of these might include health changes, relocation, retirement, the death of a spouse, new income status, meaningful new activities, grandparenting.

b. Examine whether these experiences are common to *all* older people.

c. Paralleling the question concerning a 'typical' teenager, ask "Is there really a 'typical' old person?"

3. A person can be a "young seventy" or an "old twenty." Ask students to explain what they think that means. How relevant are the ages themselves?

B. GROWING/CHANGING/AGING

1. People often have ambivalent feelings about change. They want to grow and yet are reluctant to give up the security of the known for the unknown. Discuss how this is demonstrated in the students' lives. For instance, seniors in high school are leaders now but next year will either be college freshmen or hold entry-level jobs in the labor force.

2. Have the students identify older people of their acquaintance who have experienced change. Ask them how those people felt about and dealt with these changes and whether their approach was similar to that of younger people.

FOLLOW-UP

A. GROWING/CHANGING/AGING

1. In this program, there are several references to parenthood: Sandy does not want to be like her mother who never had the chance to return to a job outside the home; Bea was always torn between her duty to the store and her family; the woman in the park feels caught between her paying job and caring for her children; Max finds it hard to be both father and mother to his children.

Discuss the following with the students:

- **a.** What is the role of a parent? Should it be a full-time job? Why? Why not?
- **b.** Because of economic conditions today, many people have concurrent careers as spouses, parents, and full-time breadwinners. What are the advantages and disadvantages of this situation?
- **c.** How are the roles and patterns of families changing? Contrast the traditionally accepted duties and chores of various family members to new adaptations. Discuss the societal implications of single-parenthood and blended families.

2. Have the students examine the viewpoint that people can have everything they want because "you only go around once." Discuss whether it is possible to blend self-fulfillment and commitment to something or someone beyond self, e.g., marriage, children, career, hobbies, a "cause."

3. As Max watches Sandy board the bus, Larry comments, "Baby's leaving the nest. Really feel like you're losing her, huh?" Have the students consider how they think their parents will feel when they leave home. Continue with how they, the "children," will feel.

4. People grow up in different ways and at different speeds. Ask students to identify the criteria for being "grown up." Have them identify what factors influence the rate that some people "grow up."

5. Ask the students to discuss the commonalities between Bea's and Sandy's approaches to their new ventures.

6. Sandy is surprised that Bea needs her help, and the two agree to assist each other. Ask the students to describe instances of such intergenerational help from their own lives. For example, a student might have helped a grandparent learn how to play a computer game, and the grandparent might have taught the student how to cook a favorite specialty.

B. USEFULNESS AND PRODUCTIVITY OF OLDER PEOPLE

1. "You can't teach an old dog new tricks" is a stereotypic statement frequently used to describe the learning ability of older people. Larry has taken on a new job and is using his knowledge of old furniture to help Max. Bea has recognized that her diversity of abilities and interests through her life will lead to new challenges. Ask students to identify older people of their acquaintance who are active, involved, and continuing to grow and learn.

2. Bea, Sandy, and Larry are all looking toward, and planning for, the future.

- **a.** Discuss whether there is a certain age when people should cease to plan for the future.
- **b.** Examine the phrase, "To live till I die."

C. OTHER ISSUES FOR DISCUSSION

Both Bea and Sandy viewed sitting on a park bench as "vegetating."

- **a.** Gather examples of wrong first impressions the students have had and how they were proven incorrect.
- **b.** Have the students decide what Sandy is searching for and whether they have had similar yearnings.

OUTSIDE PROJECTS

1. Have students interview three people — one elderly, one their parents' age, and one teenage peer, and ask the following two questions:

- **a.** What does it mean to be old?
- **b.** What does it mean to be young?

Discuss answers in class. You might want to have the students refer back to their comments on Activity Sheet 1 in Program 1.

2. Students in the class may have shared a common experience with their parents and grandparents. Ask them to identify this experience and discuss how each generation reacted or related to it.

THIRD WIND

KEY ISSUE

How do people cope with "change"?

OBJECTIVES

1. To understand that aging involves continual growth, change, and challenge. One can use this understanding to look ahead and plan for a more successful future.

2. To recognize that people of all ages share certain basic needs, such as belonging, esteem, and growth.

3. To recognize various reactions to loss, such as denial, anger, bargaining, acceptance, and coping.

SYNOPSIS

John begins to accept the loss of his dreams of athletic glory partly through the more confident Sandy who urges him to find a job, and partly through a talk with Bea. This exchange is triggered by memorabilia she is sorting when John stops by for a guitar she is giving him.

Meanwhile, in Bea's basement, Sandy's dad, Max, is trying to fix the boiler with little success. Bea finally realizes that she is much more experienced and self-sufficient than she had assumed.

When John and Hank, his friend and former teammate, meet at the pizza parlor, John concludes that Hank needs to acknowledge the change in John's life. Hank, however, is preoccupied with his own sense of loss, being unable to face the challenge of growing beyond his longtime relationship with his girlfriend.

PREPARATION

REMINDER: BEFORE VIEWING THE PROGRAM, MAKE COPIES OF ACTIVITY SHEET 5 FOR THIS LESSON. IT IS LOCATED IN THE POCKET AT THE BACK OF THIS GUIDE.

CHANGES AND CHALLENGES

1. Hand out Activity Sheet 5 and give students ample time to complete Exercise 1.

2. Ask the students to complete Exercise 2 on Activity Sheet 5. Discuss with students the importance of having goals at all ages.

FOLLOW-UP

A. LOSS

1. Hank and John both have serious problems. Hank cannot talk to John about Lisa; John can't talk to Hank about his knee injury. Both are dealing with a loss and neither has accepted it. Explore with the students why John and Hank can't come out and say what's on their minds.

2. Bea feels a need to clear out things in her son's room so she, in her words, "can get on to other things." Bea is also dealing with a sense of loss. Her son has a family of his own and lives miles away. Her husband is dead. Ask students if they think she has accepted her loss. Are her feelings different from those of John and Hank? Are her actions different from theirs?

3. Change often involves feelings of loss and sadness. This is true for people of all ages. It is difficult to look at change as a challenge rather than as a loss. Discuss the changes that have, or are, taking place in the lives of the characters in this program. Have these people experienced loss and sadness? Have they yet accepted these changes as challenges?

B. CHANGE AND CHALLENGE

1. Have the students suggest some plans they would make if they were in John's situation.

2. John feels pressure from his parents to go to college. Examine with the students to what degree their parents' feelings and opinions should affect their career and personal goals.

3. Ask students to consider their career goals. Ask them if they should have a secondary plan or if they will be able to set new goals if their financial, health, or other circumstances were to change.

4. Have the students discuss whether or not Bea, at her age, should plan for the future, and, if so, what are some realistic alternatives she has. You might want to refer them to Activity Sheet 5, Exercise 2.

C. BASIC NEEDS

1. Bea lived in a "couples" society; John's friends were athletes. How could they try to establish a new kind of relationship with these old friends? Why might their friends be threatened by these changes in their lives?

2. John, Hank, and Bea have experienced self-doubt, low esteem, losses, and sadness. Discuss how each one has developed a more positive attitude by the end of the program.

3. Bea is going through a period of low self-esteem and self-doubt. Discuss the following with the students:

- **a.** Is fixing the boiler a man's job?
- **b.** Why did Bea ask Max to fix the boiler when she actually knew how to do it herself?
- **c.** Did she feel that it "takes two" as in the past?
- **d.** Why does Max assume that Bea does not know how to fix the boiler?

OUTSIDE PROJECTS

1. Reviewing the personal and career goals listed on Activity Sheet 5, have the students identify people in their proposed career fields and have them arrange interviews with those professionals. If possible, have time for sharing the information in class.

2. In trying to help Bea, John gave some good advice concerning her "third wind" and to "play your game, not theirs." This advice was also appropriate for himself. Ask students to write reports of personal experience in which, by trying to help other people, they have, in fact, helped themselves.

TAKING STOCK

KEY ISSUE

How does it feel when, after struggling so hard, reality doesn't meet expectations?

OBJECTIVES

1. To recognize the political, social, and economic effects of having more people living longer.
2. To examine the changing relationships and interdependencies among age groups in the United States.
3. To explore how economic forces and personal financial decisions shape the aging person's well-being.
4. To recognize that people of all ages encounter situations in which their emotional, social, and/or financial expectations cannot be fulfilled.

SYNOPSIS

Bea has planned a trip to California to see her son and his family. The simple loan of a suitcase which Bea and Larry fantasize as strengthening their relationship turns out to be a disappointing situation for them both.

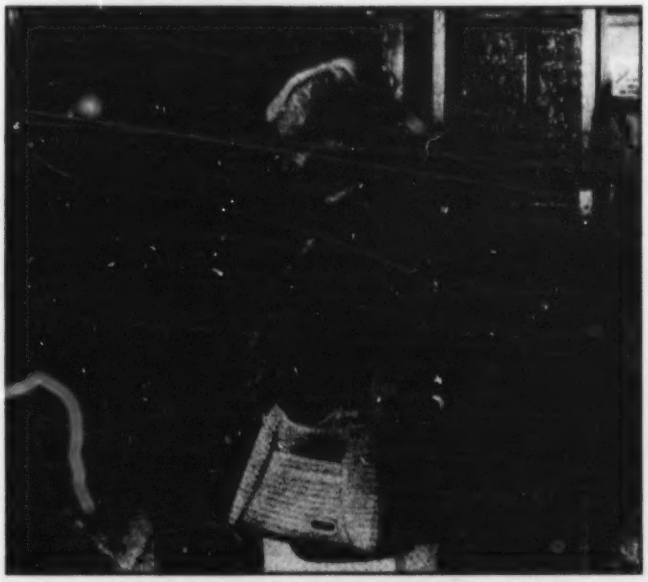
On the way home from Larry's, Bea stops by the bank, where Sandy complains about the amount deducted for Social Security from her first paycheck. Through Ozzie, her old friend and accountant, Bea discovers that her own financial situation is not what she had thought. Ozzie, who knows and respects John's parents, chides John for not finding a job.

Feeling unsettled about her financial dilemma, Bea asks John to take her to the airport earlier than she had planned. Meanwhile, Larry and Sandy share their feelings about money as they purchase ingredients for cookies to give Bea for her trip. When they arrive at the store, they find a note from Bea reassuring them of her friendship and her return.

PREPARATION

SPECIAL NOTE: The U.S. Social Security system is a major topic in this program. Due to the complexity of this system, we recommend that a month or so before viewing the program with the students that you contact your regional office of the Social Security Administration to request:

- a guest speaker to address your class on the date the program is to be used;
- copies of *Your Social Security*, a booklet available free of charge.



REMINDER: BEFORE VIEWING THE PROGRAM, MAKE COPIES OF ACTIVITY SHEETS 6, 7, AND 8 FOR THIS LESSON. THEY ARE LOCATED IN THE POCKET AT THE BACK OF THIS GUIDE.

A. DEPENDENCY

1. Have the students describe when it is appropriate to be dependent upon other people.
2. Ask students if it is possible for people to be basically independent and still mutually dependent upon each other. Have them share how that works in their own families.
3. Have the students explain how they meet their daily expenses. Have them list their expenses and their sources of income.
4. Ask the students to list on the board what sources of income older people have. Hold this list for use with Follow-Up C.1.

B. LIFE EXPECTANCY

1. Look over Activity Sheet 6 with the students. Ask them the following questions:
   a. What trends do you see developing over the years in the three age groups depicted on this chart? Note that "Under 18" is decreasing in numbers; "18–64" remains somewhat constant; "65 + " is increasing.

b. What are the implications of having more older persons than working age persons in a society?

c. On the average, people who reach age 65 can expect to live an additional 16.3 years. What will they do with their time?

FOLLOW-UP

A. DEPENDENCIES

1. Please refer to SPECIAL NOTE at the beginning of this lesson. If you have a guest speaker from the Social Security Administration, ask for discussion of the following:

   a. Is Social Security only for the elderly?

   b. What is the purpose of the Social Security system?

   c. What do the letters "FICA" stand for?

   d. How does the system work?

   e. How will the Social Security system be affected in the future when there are fewer workers supporting an increasing number of older people?

   f. Will the students be able to rely upon the system for benefits when they retire?

   g. How much money can they expect to draw from the system at that point?

   h. What alternatives or adaptations can the students anticipate?

2. The percentage of people age "65 + " continues to increase while the "under 18" age group decreases. Have the students predict the results of this trend upon the use of community, educational, and commercial facilities.

B. LONGER LIFE EXPECTANCY

1. Bea and her husband invested in a store, paid their bills, and owed nothing. Yet this did not ensure financial security in Bea's old age. Discuss the following questions with the students:

   a. Whose fault is it that Bea may be in financial trouble?

   b. What are her options?

   c. What could have been done to make sure Bea would have financial security in her old age?

2. In this program, Ozzie remarks to Bea that employers do not like gray hair. Examine from an employer's point of view the pros and cons of hiring older people.

3. Bea had been trying to adjust to the loss of her husband and business partner. In addition, she is now facing economic insecurity. Have the students speculate on what a person can do to prepare for some of these changes.

C. ECONOMIC SECURITY

1. Hand out Activity Sheet 7 and ask students to compare information on this sheet with sources of income listed on the board for Preparation A.4.

2. Budgets are derived from a consideration of income and expenses. Work through the following exercises with the students:

   a. On the board, list the budget items the students think an older person has. Some examples are rent/mortgage, taxes, food, clothing, car expenses, entertainment, medical care, insurance, and utilities.

   b. Ask the students how much money they think an older person needs to live in the United States today. Then distribute Activity Sheet 8 which gives information about median incomes in the United States and compare those figures to the needed income the students estimated.

   c. Referring to the budget items listed on the board, help the students develop a budget for a retired older person on an annual fixed income of $6,424. This is the 1982 median income for an older person living alone. Your Area Agency on Aging may have more current information about the median income of older people.

3. Explain to students that Social Security was never intended to be the sole source of income for retired persons. Discuss the importance of planning now for economic security in old age.

4. The proportion of older persons in the labor force has declined significantly and there has been a trend toward "early retirement." Given inflation, the median income figures for elderly individuals and families, and the new age (67, effective in year 2020) for eligibility for Social Security benefits, discuss how these trends might be reversed. Note that the new age of 67 will affect the students' generation and, therefore, their retirement plans.

D. COMMON NEEDS

1. The meeting between Bea and Larry did not turn out the way either had hoped. Ask the students if they have had similar experiences and what feelings they had. Have them compare their feelings to those Bea and Larry expressed.

2. John is not ready to be independent. He likes "being taken care of" yet resents his parents trying to influence his choice of career. Bea, on the other hand, is fighting for independence. Both are upset and frightened, and both need emotional support. Discuss how both young and old people need to be dependent in some areas and independent in others.

OUTSIDE PROJECTS

1. Have the students ask their parents about their plans for economic security during retirement. Remind them to ask about employer pension plans, individual retirement programs, medical coverage, life insurance, and investments such as stocks, bonds, mutual funds, and real estate.

2. In this program, Ozzie suggests that Bea might live with her son. Have the students research and compare living arrangements of older persons in the United States with those in other countries.

PAPER SLIPPERS

KEY ISSUE

In a time of crisis, what kind(s) of support can other people provide?

OBJECTIVES

1. To consider the ways in which old age is related to health, illness, and general well-being.

2. To recognize that health and health care costs are an issue of concern to older people.

3. To explore how a person can maximize health and well-being while adjusting to change.

4. To appreciate the value and necessity of friendship and support systems.

5. To recognize that people's behavior may show both continuity and change as they grow older.

SYNOPSIS

While at work as a salvage yard night guard, Larry collapses. In the hospital, brusque-mannered Dr. Rand comes by with a group of interns. Although one of the interns labels Larry senile, Dr. Rand concurs with Dr. Ito, Larry's doctor, that his condition is not a result of his age but a reaction to a combination of hypertension medicine and antihistamines, intensified by recent bad eating habits. Dr. Rand also points out with self-reference that old age and poor health are not synonymous and that a positive attitude is the key.

Dr. Ito reassures Larry that with a proper diet, rest, and exercise he will be fine. John's good company begins to cheer up Larry, Bea calls from California, and Sandy arrives with some clothes to make Larry feel more at home. Larry voices his appreciation of his friends and the importance of relationships such as theirs.

PREPARATION

SPECIAL NOTE: One month before viewing the program, contact the regional office of the Social Security Administration and request copies of the following pamphlets which are available free of charge:

A Brief Explanation of Medicare
Guide to Health Insurance for People with Medicare

You may also wish to request a guest speaker to discuss Medicare with your class.

REMINDER: BEFORE VIEWING THE PROGRAM, MAKE COPIES OF ACTIVITY SHEET 9 FOR THIS LESSON. IT IS LOCATED IN THE POCKET AT THE BACK OF THIS GUIDE.

A. AGING AND BEHAVIOR

1. Being confused or disoriented can happen to a person at any age. Discuss the following questions with the students:

- **a.** What conclusions are often drawn when an older person acts confused or disoriented?
- **b.** What conclusions are often drawn when a younger person acts confused or disoriented?

2. Only a small percentage of the elderly are institutionalized for mental illness and less than 15% become senile, and yet many older people fear the loss of mental capacity and almost expect that it will inevitably happen to them. Discuss how this fear can complicate recovery from a period of mental disorientation due to physical, emotional, or social causes.

3. Before viewing the program, tell the students to look for at least three instances where Larry is considered mentally off balance.

FOLLOW-UP

A. AGING AND BEHAVIOR

1. Referring to Preparation A.3., ask the students to relate three instances where Larry was considered mentally off balance. The instances are: When the police officer says, "This guy doesn't know what planet he's on."; when the intern labels Larry "senile"; when Larry says, "My old brain is falling apart on me."

2. Ask students to discuss how they think Larry felt when he found himself in the hospital.

3. Both old and young characters in this series were victims of inaccurate assumptions. As a child, John was labeled "slow" because he could not see well; Larry was labeled "old" when he was ill. Ask students what they thought when they saw Larry at the opening of this program. Ask them for examples of false assumptions from their lives.

4. People need people throughout each cycle of their lives: childhood, adolescence, and adulthood. Ask the students how John's and Sandy's visits helped Larry, and examine the risks being dependent upon other people can involve.

5. Discuss with the students the significance of the paper slippers and the relationship between Larry wanting his own clothes and sensing his need for emotional support. Explore the ideas of permanent versus disposable and personal versus impersonal.

6. Throughout life, Dr. Rand has had to inform people of major losses. Now that he is facing his own, his impending retirement, ask students how they feel he will deal with his.

7. Individuals' personalities and attitudes may change in varying degrees throughout their life spans, but people do not change markedly just because they reach age 65. Two examples are Larry and Dr. Rand. Dr. Ito mentions that Dr. Rand was "like that 30 years ago" while Larry rediscovers his own need for friends. Ask the students to cite two older people they have known for a long time and compare their attitudes and personalities.

B. AGING AND HEALTH

1. Old age does not cause illness but does make people more vulnerable to certain kinds of illness. In OLD ENOUGH TO CARE our elderly characters have been healthy. In this program, however, Larry becomes ill though a combination of the common cold, medications, insufficient diet, and lack of exercise.

John makes the point to Sandy that being "old" is not a problem, but being old and sick, poor, or uneducated can be. Discuss what John meant by that.

2. Larry is worried because he may have to pay medical expenses not covered by Medicare.

- **a.** Ask the students to consider the question: "When an older person goes to the hospital, who pays the bills?"
- **b.** Distribute Activity Sheet 9 and ask the students to compare their answers for "a." with the information on the chart.
- **c.** Distribute the pamphlets ordered from the Social Security Administration and lead a discussion on the benefits and limitations of the Medicare program. If you have invited a guest speaker, he/she may lead the discussion.

Important points to note are:

Medicare covers only essential services.

Medicare is not free. A person enrolled in Medicare must pay a monthly premium for medical insurance (Part B of Medicare).

In addition, the patient pays for a *deductible*—an initial dollar amount; and a *co-payment*—the patient's share of expenses for covered services above the deductible.

Most private insurance companies offer supplemental programs for health care costs not covered by Medicare.

Most states have publicly funded health insurance programs for people with income below poverty level.

3. Identify and compare the similarities and differences between Larry and Dr. Rand. Lead students to the conclusion that old people are not necessarily all alike any more than teenagers are. Some suggestions for the comparison might be:

SIMILARITIES	DIFFERENCES
old	income
hard worker	life-style
	health
	profession
	personal character
	attitude
	education

Some concluding questions to pose:

- **a.** How might Larry improve his physical, social, and emotional health?
- **b.** Does Dr. Rand really have to retire? If not, what can he do? If yes, what do you think he will do? Is he prepared to retire? Is he better equipped to retire than Larry?

4. Discuss the effects of the following on an individual's physical, social, and emotional well-being throughout the life cycle: diet, exercise, preventative health care, relaxation, stress management, leisure-time activities, and use of chemical substances such as tobacco, alcohol, and drugs.

OUTSIDE PROJECTS

1. Assign each student to interview someone who has experienced a crisis, asking that person what resources were most helpful in dealing with the crisis. Have the students share their interviews with each other in class.

2. Have students research the major causes of death of infants, adolescents, adults, and older adults. Discuss in class those causes which an individual may be able to control.

HELLO/GOODBYE

KEY ISSUE

How do you relate to older people, your own aging process, and your own impending old age?

OBJECTIVES

1. To recognize that old and young people share similar challenges in seeking to grow and use their unique potentials.

2. To appreciate that growth, for young and old alike, may entail risk and a willingness to move beyond comfortable patterns and relationships.

3. To explore shared intergenerational interests which can result in mutual benefit and satisfaction.

SYNOPSIS

As John and Sandy take Larry home from the hospital, he announces that he has made some promises to himself. One involves going into business with Max. They have leased Bea's storefront for a secondhand shop called "Second Wind: Vintage Treasures."

When Bea returns from California, she explains her plans to return there. She is reveling in her newfound interest and independence but regrets having to leave her friends. Larry's hopes to have her as a partner are dashed, but he concedes to continue their relationship via long distance, at least until they feel fulfilled in their new endeavors.

In the meantime, Sandy and John discuss their realization that "growing up" goes on throughout a person's life and that learning to adapt to new situations is important to the process. Finally, the four friends toast their friendship and the future.

PREPARATION

A. GROWING

1. a. Ask the students if they have ever made New Year's resolutions, what they were, and what had prompted them to make them.

   b. Help the students identify the resolutions or promises made by the major characters throughout the series and what the future holds for each of them. For instance, Bea has taken steps to put her life in order; Larry has taken more control of his life and is appreciating his friends more; John has gained a sense of direction for his future; and Sandy has learned to be more assertive regarding her own interests and needs.

2. Have the students list the good points of being chronologically old. Some that might be mentioned are:

   freedom from job demands;
   change in personal obligations;
   opportunity to spend time as one pleases;
   accumulated wisdom and perspective based on experience.

FOLLOW-UP

A. GROWING

1. a. Have the students chart their lives from birth to old age in ten-year intervals. For prior critical events and milestones, they might review Activity Sheet 4 from Program 2. Encourage them to speculate and fantasize as they list critical events and milestones they expect to occur in their futures. Some examples might include graduating from high school, accomplishing career goals, changes in life style. CAUTION: Some students may tend to concentrate on their next ten years. Encourage them to assume longevity and chart beyond the age of 65.

   b. Using the chart, have the students role-play themselves in later life. Tell them to introduce themselves at any age over 65 and tell the class what they are doing.

2. Referring back to Preparation A.1.b., list the promises and resolutions the major characters made. List and discuss the steps each character was taking toward achieving these goals.

3. According to John, Bea and Larry are "growing up." Discuss with the students how "growing up" takes place at all ages.

4. a. Bea and Larry are expressing needs for self-fulfillment in that both have new ventures they feel compelled to pur-

sue. Examine how younger and older people are alike in these needs.

b. Referring back to Follow-Up A.2. in Program 2, review the conflict between self-fulfillment and commitment to something or someone beyond self and discuss whether age affects this conflict.

B. SHARING

1. a. Have the students compare Sandy's and Larry's reactions when they realize that Rick, Larry's hospital roommate, is no longer in his bed. Have them compare their own possible reactions in such a situation to Sandy's and Larry's.

b. Discuss how the way Larry deals with death has changed since the beginning of the series.

2. Larry says "It's nice to have connections." This is true of people in all age groups. Bea, Larry, Sandy, John, and Max are a support network for each other. Ask the students to identify various support groups within their communities.

3. Bea indicates that Larry has newfound confidence about his future. Ask students to describe how both young and old people in this series helped him to develop this confidence.

4. Discuss the results of the friendships that have developed throughout this series among the four major characters. Ask students if they believe relationships such as these can be realistic in their own family and community and what are some of the benefits of having people of different ages as friends.

5. Discuss how, although John's graduation from high school is imminent, Bea and Larry are also about to "graduate." Consider how graduation is not an end but a bridge to continuing growth and development.

6. Larry was stunned and disappointed when he learned that Bea was going to live in California. He assumed that she was getting married and that she did not want to be with him because he was sick and was too much of a gamble. Bea's real reasons for going were that she wanted to use her organizing experience in a new career and that she really was not ready for another man. Somehow Bea and Larry had jumped to conclusions. Ask the students for examples of unfounded assumptions from their lives, how they turned out, and how they might have been avoided.

7. People can communicate messages about themselves through their appearance. Sometimes how they look reflects their personalities accurately, but sometimes it is misinterpreted. In this series, John says that his parents like him in his glasses because he looks professional; Bea wore a smock in the store, but suits when she was traveling; Ozzie tells Bea that employers will not hire someone with gray hair; Sandy experiments with different outfits to wear at job interviews; and Larry feels better in the hospital once he has his own slippers and ties. Have the students discuss incidents from their lives, showing how the clothes they wore or the appearance they gave affected the outcome.

OUTSIDE PROJECTS

1. Have the students interview older persons they admire, asking them to talk about the positive aspects of being older and how they use their time.

2. Have the students research the local community programs through which they could be of service to older persons.

3. Have the students identify the various programs older people join to be of service in their communities.

Old Enough to Care

HUMAN AGING—AN INTRODUCTION

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This introduction summarizes basic trends, issues, and concepts pertaining to the process of aging and the older population. Topics include:

A. WHY STUDY AGING?
B. AGEISM – STEREOTYPES & MYTHS OF AGING
C. WHO ARE THE ELDERLY?
D. PHYSICAL CHANGES & HEALTH
E. INDIVIDUAL ADAPTATION TO AGING
F. SOCIAL RELATIONS
G. WORK, RETIREMENT, & FINANCES
H. PUBLIC POLICY & HUMAN SERVICES

The reader is encouraged to explore these topics further in the sources cited or in any of the excellent book-length introductions to human aging currently available. For a summary of recent census data, see:

An Aging Society, Aging in Transition. United States Department of Commerce, Bureau of the Census, Series P-28, No. 125, Current Population Report, Special Studies, 1983.

For a broader overview, see:
Atchley, R. *The Social Forces in Later Life.* Belmont. Wadsworth, 1984.

A. WHY STUDY AGING?

The study of human aging aims at understanding the complex changes and challenges that arise during the adult years. It also lends perspective on a significant portion of our population, reflecting in their later years the cumulative influences of rich and varied life cycles. As such, we are examining the human condition itself, with all its intrinsic fascination. There are more concrete motives for this study, including:

—Minute by minute, year by year, each one of us is aging. Studying aging helps us understand ourselves and our life cycles and enables us to shape our own futures more effectively.

—Similarly, those we love are growing older. Our parents and grandparents are in or nearing old age. As they age, our relationships and mutual responsibilities change, sometimes in dramatic ways.

—In fact, the population as a whole is growing older. In the last two decades, the 65 and over population grew twice as fast as the rest of the population.

—In 1900, average life expectancy was approximately 47 years. There were, at that time, approximately three million persons beyond age 65, representing only 4% of the total population. By the year 2000, average life expectancy will exceed 75 years, and there may be 35 million persons beyond age 65, representing about 13% of the population. This "graying of America" is having a profound impact on all members and institutions of our society.

—While there are more elderly around us, our day-to-day contact has not increased, due to retirement from work, geographic mobility, and other trends that serve to separate the aged from other groups. Lacking first-hand experience, we tend to rely on stereotypes and myths about old age and the elderly. These myths have become a significant barrier to opportunity and fulfillment in old age. Knowledge is needed to replace the myths.

—Partly as a function of such myths and the discriminatory practices that result, many elderly must cope with severely limited resources—inadequate income, sub-standard housing, malnutrition, etc. As citizens, we share an obligation to understand and correct these deficiencies.

—When the baby boom generation reaches old age in the years 2010 to 2035, the growth of the older population will be particularly rapid. Today's youth will be in their middle years of adulthood and citizenship at that time.

—As the aged population grows, careers will be directly affected. Many of today's youth will find opportunities and fulfillment in careers that relate directly to the elderly, especially in service professions such as health care, social work, finances, planning, etc.

Ibid., *An Aging Society.*

B. AGEISM — STEREOTYPES & MYTHS OF AGING

In the United States, we tend to resent the aging process, fear old age, and devalue older persons. In so doing, we create a remarkable distance between ourselves and the old—indeed, between ourselves and our own futures. This tendency results in AGEISM. Robert Butler, the first Director of the National Institute on Aging, defined ageism as:

> A process of systematic stereotyping of and discrimination against people . . . on the basis of their age.*

Ageism is a corollary of racism (based on skin color) and sexism (based on gender). Unlike racism and sexism, however, ageism ultimately affects EVERYONE as he/she grows older.

Not only are older persons the objects of ageist attitudes and practices on the part of younger persons, but they may also hold ageist attitudes themselves. A lifetime of exposure to ageism generates stereotypes about old age that may serve as self-fulfilling prophesies.

Some of the more common myths associated with old age are:

- —The ROCKING CHAIR myth—the view that older persons are withdrawn, inactive, unproductive.
- —The SENILITY myth—the view that impairment of judgment and memory are inevitable concomitants of old age.
- —The YOU CAN'T TEACH AN OLD DOG NEW TRICKS myth—the view that older persons are rigid and incapable of, and/or unmotivated for, new learning.
- —The myth of ASEXUALITY—the view that older persons lack the interest and/or capacity for sexual activity.
- —The ILLNESS/HYPOCHONDRIASIS myth—that older persons' thoughts and behaviors are dominated by real or imagined illness.
- —The HOMOGENEITY myth—the belief that the aging process tends to reduce individual differences, to make older persons progressively more alike.
- —The GOLDEN YEARS myth—the belief that old age is a period of calm, detached tranquility.
- —The ISOLATION/LONELINESS myth—the view that older persons are abandoned by their families, lack meaningful contact with others, and endure their final years in loneliness and desolation.
- —The HELPLESSNESS/DEPENDENCY myth—the view that older persons cannot take care of themselves.

These myths have an element of truth. That is, they do characterize SOME older persons, just as they accurately characterize some younger persons. The problem lies in our tendency to assume that they are generalized or common patterns among the elderly, or that they characterize any given older person that we might meet.

*Butler, Robert. *Why Survive? Being Old in America.* New York: Harper and Row, 1975.

C. WHO ARE THE ELDERLY?

What is old and how is it defined?

- —We tend to rely on CHRONOLOGICAL definitions, using age 65 as the transition point from middle to old age (an historical convenience tracing back through 1930s Social Security legislation and even earlier public policy in Europe). However, chronological definitions mask the tremendous diversity of physical health, independence, and labor force participation that exists in any group.
- —A DEVELOPMENTAL definition might serve us better—one that defines old age on the basis of the unfolding of one's genetic program. Developmental definitions, however, are difficult to apply due to problems in actually measuring one's genetic or functional age.
- —In addition, we tend (often incorrectly) to associate certain characteristics with old age, such as retirement, widowhood, dependence, grandparenthood, and chronic illness. Such associations might be viewed as SOCIAL definitions of old age.

Each of the above definitions of old age has limitations. It is important that we recognize all three sets of age-related factors as we approach the study of aging.

Regardless of our definition, it is clear that each older person is a unique individual and, as a group, the elderly are extraordinarily DIVERSE:

- —Of the nearly 26 million persons over age 65 in the United States in 1980:
  - 15.6 million (61%) are aged 65 to 74 years,
  - 7.7 million (30%) are aged 75 to 84 years,
  - 2.2 million (9%) are aged 85 years and over (the fastest growing age group in the nation's population).

  Approximately 32,000 persons are aged 100 years and over.
- —Elderly women outnumber elderly men three to two, due to the greater longevity of women, with each successive age group having a higher concentration of women.
- —The 65 and over population includes 2.2 million elderly Blacks (8.6% of total aged) and 1/3 million members of other races (1.3% of total aged), including primarily Hispanics, Native Americans (Indians), and Asian Americans.
- —Approximately 2/3 of the elderly live in metropolitan areas; the remainder in rural areas. Seven states have more than one million older persons each (California, New York, Florida, Pennsylvania, Texas, Illinois, and Ohio). Florida has the highest proportion of elderly (17.3% of total), followed by Arkansas (13.7%), and Rhode Island (13.4%). Alaska, Utah, and Hawaii have the lowest concentrations of elderly (2.9%, 7.5%, and 7.9% of totals, respectively).
- —Approximately 10% of those over age 65 have completed four or more years of college, while 50% have completed high school (and, in some cases, some college). Approximately 40% of the elderly have completed eight or fewer years of school.
- —Additional data on the characteristics and diversity of the elderly are provided in subsequent sections.

Ibid., *An Aging Society.*

D. PHYSICAL CHANGES & HEALTH

Aging involves a continuation of the process of DEVELOPMENT that begins at conception. Developmental changes, i.e., those with roots in the individual's genetic program, are sequential, cumulative, and irreversible. Aging is, then, a totality of ALL these patterned changes, some of which are beneficial and some detrimental.

SENESCENCE refers only to those developmental changes that are universal, biological, and detrimental. Senescence begins very early in the life cycle and progresses slowly. Some of the principal senescent changes include:

- —A general slowing in the speed or pace of the individual's behavior;
- —Wrinkling of skin and graying and/or loss of hair;
- —Some reduction in the acuity of the special senses—especially vision, hearing, and taste;
- —Decrease in density of the bones of the body, resulting in gradually increasing vulnerability to fractures;
- —Increase in the likelihood of dysfunction and discomfort in the weight-bearing joints of the skeleton , especially the spine, hips, knees, and feet; and
- —Gradual deterioration of the renal, circulatory, and respiratory systems of the body.

All of the senescent changes, however, tend to occur very gradually. Throughout life, we make minor adjustments to these changes, such that we may hardly be aware of them. In most cases, senescence will have little noticeable effect on one's functioning until very late in life.

In fact, 90% of older persons describe their health as fair, good, or excellent compared with others their age. Fifty-four per cent report no limitation of activity and fewer than 5% of older persons are in institutions such as hospitals or nursing homes.

As we age, we become LESS subject to ACUTE health conditions, but more subject to chronic conditions—primarily arthritis and rheumatism, heart conditions, hypertension, and impairments of the lower extremities, hips, back, and spine.

Our health in old age is a function of senescent changes and specific illnesses and accidents. Also important are one's income, education, diet, quality and availability of health care, mobility, exercise, stress management, and other life style factors. As a result of discrimination and reduced access to resources, the health of older minority group members and the rural elderly tends to be generally poorer.

Persons aged 65 and over average six visits to the doctor for every five made by the general population. The elderly are hospitalized twice as often as the young, stay twice as long, and use twice as many prescription drugs.

Correspondingly, nearly 30% of the nation's total health care costs are related to care of the elderly. Despite the advent of Medicare in 1965, the elderly's costs for health care keep rising. In 1980, the average older person's direct (out-of-pocket) health-related costs totalled nearly $1,170, a staggering expense for those living on reduced incomes.

Ibid., *An Aging Society*, and *Medicare: Analysis and Recommendations for Reform*. New York State Office for the Aging, 1983.

E. INDIVIDUAL ADAPTATION TO AGING

In the 1975 Harris survey of *The Myth and Reality of Aging in America**, the majority of older persons reported that now was the best time of their lives and described themselves as generally satisfied with their lives and circumstances. Self-esteem tends to increase through the early years of adulthood, then to stabilize or decline slightly in the later years.

Similarly, we might expect that one's basic needs remain relatively constant throughout the life cycle. In Maslow's framework, this includes needs for physical well-being, security, love and belongingness, esteem, and the need for self-actualization. Though the needs themselves remain operative, we see evidence that the older person's access to resources for gratifying needs (such as money, transportation, housing, nutrition, etc.) may decline, particularly as a result of ageism.

With increasing age, however, one's development continues as a function of patterned changes and complex interactions among inherited genetic factors, immediate environmental events, and past environmental influences. There is evidence of continued growth of one's personality, wisdom, and self-knowledge throughout the later years, along with late life declines in one's biological, sensory, and motor systems.

Contrary to stereotype, declines in intelligence, memory, and learning ability tend to be relatively minor and may have little practical effect on daily functioning. Evidence suggests minor declines in encoding, retrieving, and manipulating memories, particularly when complex memories are involved. Similarly, complex problem-solving, concept-learning, and flexibility may become somewhat more difficult in late life. Again, however, individual differences are extensive and little change may be evident in day-to-day functioning.

As in earlier stages of development, the older adult must cope with important changes. In late life, one may face widowhood, illness, retirement, relocation, role losses, and physical changes that may be stressful. Older persons bring an array of experiences and resources to such encounters, developed through a long history of coping successfully with stress.

One major view of personality change in late life is Erikson's theory of the Eight Stages of Development. The eighth and final stage is termed Ego Identity, or the attempt to search out, integrate, and accept a sense of meaning and purpose in one's life. Another theory, the Life Review, suggests that ego integrity is aided through reminiscence—a purposeful review of one's life and an attempt to bring satisfactory closure to unresolved conflicts and hopes. In an ageist society that restricts current opportunities for the elderly, life review may yield a rich store of earlier successes and gratifying experiences.

*Harris, L. and Associates. *The Myth and Reality of Aging in America*. Washington, D.C.: National Council on Aging, 1975.

For a detailed discussion of changes and concepts discussed above, see Huyck, M. and Hoyer, W. *Adult Development and Aging*. Belmont: Wadsworth, 1982.

F. SOCIAL RELATIONS

America is a rather AGE GRADED society. That is, we tend to impose certain expectations concerning dress, grooming, role involvement, and life style on others, depending on their age. Our society is also somewhat AGE SEGREGATED, with limited contact between generations. Although society tends to devalue and disengage from older persons, as a broad expression of ageism, the social life of older persons is quite varied. Gender is a key factor in this diversity.

Five of every six elderly men live in a family setting, and more than 3/4 are married. However, approximately 1/2 of elderly women are widowed (compared with only one of eight elderly men).

Approximately 30% of the elderly population live alone (40% of elderly women, compared to only 15% of elderly men). The majority of elderly living alone are renters. For those elderly who are married, housing is likely to be an asset—2/3 of all homes owned free and clear are maintained by older persons. Elderly poor, women, and minorities, especially the widowed, are more likely to occupy substandard housing, often with deficient heating, plumbing, wiring, and cooking facilities.

Contrary to stereotype, families tend to maintain close contact and exchange mutual aid with older members. Over 80% of older persons have living (adult) children. The majority of these elderly have at least one child within a 10 minute journey and are likely to see at least one of their children every day or two. Extensive aid flows in both directions between adult and elder generations of families. This aid typically increases in times of special need, such as illness.

Most older persons are also involved in active friendship networks, especially among those of higher socioeconomic status who are married. Active social networks are also likely among those elderly who have lived in the same locale for a longer period among a high concentration of others of similar age, gender, socioeconomic status, and marital status. Confidants can be especially important and most older persons report at least one close, intimate relationship.

One of the most pervasive social changes in late life can be the gradual reduction in the number of ROLES in which the older person is involved. The loss of the work role (through retirement) and spouse role (through widowhood) can have a profound impact on the social life of older persons. Reductions in role involvement as parent and friend can compound these losses. In the extreme, old age is sometimes described as a period of rolelessness, with few opportunities for meaningful role involvement. Some older persons find meaning through new or expanded participation in community or volunteer roles, political roles, education, new careers, and/or leisure. But ageism, poor health, and limited income can pose significant barriers to such involvement for some.

Ibid., *An Aging Society,* and Ibid., Atchley, R. *The Social Forces in Later Life.*

G. WORK, RETIREMENT, & FINANCES

Labor force participation among elderly men has dropped dramatically in the past 30 years. In 1950, almost 1/2 of all elderly men were in the labor force. By 1981, fewer than 1/5 were. Labor force participation among elderly women has changed little overall, though higher percentages of middle aged women are now in the labor force (approximately 1/2), most of whom will subsequently retire. For those elderly who are employed, part-time employment is tending to replace full-time employment as the principal pattern.

Those elderly who desire employment face many barriers, especially when employers mistakenly assume that the flexibility or productivity of older workers is limited. When older workers lose their jobs, they are likely to stay unemployed longer than younger job seekers, earn less in subsequent jobs, and are more likely to give up looking for another job following a layoff.

In this century, retirement in old age is becoming institutionalized. Today, most adults expect to retire and most are optimistic about retirement. The decision to retire is usually based on the employee's health, the hiring and retirement policies of the employer, and/or the desire for more free time despite the likelihood of reduced income.

Reduced labor force participation has a direct impact on income for most elderly. Income tends to increase steadily with age until 65 and then to decline. The median income of elderly families in 1982 was approximately $16,100 or 64% that of non-elderly families (median approximately $25,100). For some elderly families, this reduced income may be offset somewhat by greater assets and reduced expenditure needs.

Approximately one of every seven older persons is in poverty, a group made up primarily of women and minorities, especially those who live alone and/or in rural areas. The median income of elderly unrelated women was $5,400 in 1982 (only slightly above the poverty line), while the median income of elderly unrelated Blacks (and most other elderly unrelated minorities) was below the poverty line.

Since the 1960s, earnings have decreased in importance as a source of income for the elderly, while Social Security benefits have increased in importance. In 1980, over 90% of older persons received Social Security benefits, which accounted for 39% of all elderly income. Earnings accounted for another 25% of older persons' income, and property income (from rentals, dividends, and interest), 23%. Only 13% of older persons' incomes was derived from pensions.

Approximately 1/2 of older persons receive more than 1/2 of their income from Social Security. One-fifth of all elderly and 2/5 of Black elderly living alone derive virtually all their income from Social Security.

The absolute and relative incomes of older persons have steadily improved in the past decade. However, a substantial minority (made up primarily of women, racial minorities, the chronically ill, and those living alone) are still highly vulnerable, with few options and little hope for improving their financial situation.

Ibid., *An Aging Society.*

H. PUBLIC POLICY & HUMAN SERVICES

The passage of the Social Security Act in 1935 was a landmark in beginning to redress our neglect of a rapidly growing aged population. Left unresolved, however, were enormous needs in the areas of health care, housing, nutrition, and other human services. The first White House Conference on Aging in 1961 and the Senate and House Select Committees on Aging began to provide national focus and support for action. The passage of the Older Americans Act and legislation creating Medicare in 1965 represented the next major steps on behalf of older persons.

Today, a variety of benefits and services are available to the elderly, including:

- —Income supports, through Social Security and government pensions (both funded primarily through contributions of employers and employees). Supplemental Security Income (SSI) provides additional support for the poorest.
- —Health care is available through acute care hospitals, nursing homes, clinics, and private practitioners. The costs of health care are partially covered through Medicare (for those over 65), Medicaid (for the poor), private insurance, and direct payment.
- —Specialized basic services, such as housing (through rent subsidies under public or private auspices), transportation, and food (through Food Stamps and meal services) are available to some elderly in larger communities.
- —Social services, such as senior clubs and centers, family services, outreach, information and referral, mental health, and protective services are also available in many larger communities.

Despite the growth of such services under a variety of public and private auspices, gaps in quality and availability have persisted. The 1971 White House Conference on Aging provided further focus and momentum in these areas. One major result was the 1973 Comprehensive Service Amendments to the Older Americans Act. These amendments led to the creation of over 600 Area Agencies on Aging throughout the country, providing local information, planning, and coordination of services.

The growing political awareness, participation, and power of the older population have played a key role in the above developments. The focus of this influence through private national organizations such as the National Council of Senior Citizens, the National Council on Aging, the American Association of Retired Persons, and the Gray Panthers has been of particular importance. Professional efforts through the Gerontological Society of America and special groups within many professional human service associations are also significant.

The "graying of America" is having profound effects in all segments of society. The uniquely rapid growth of the very old and frail population will increasingly strain our capacity to provide human services in general, and comprehensive long-term care in particular.

Finally, we lack an overall national policy on aging to address the need for integration of older persons throughout the economic, political, and human services systems of the country. While significant progress is evident in addressing the needs of the elderly, much remains to be done.

ANNOTATED ADDITIONAL RESOURCES

I. OVERVIEWS ON AGING

Atchley, Robert C. **The Social Forces in Later Life,** Third Edition. Belmont, CA: Wadsworth, 1980, 468 pp.

A comprehensive introduction to the field of aging. Part I: defines scope of social gerontology and approaches to the study of aging. Part II: reviews the biological and psychological changes which occur during aging. Part III: Situations facing the aging individual—health, finances, retirement, and widowhood. Part IV: How society treats its older members, politically and economically, in various settings. (Text)

Butler, Robert N. **Why Survive? Being Old in America.** New York: Harper and Row, 1977, 496 pp.

The author examines many issues, delineates the nature and implication of ageism, and examines current public policies toward the aged. Appendices include a listing of organizations pertaining to the elderly, government programs and agencies for the elderly, and national organizations with programs in the field of aging. An excellent source of background information for teachers and students. (Text)

Cox, Harold, ed. Annual Editions. **Aging,** Third Edition. Guilford, CT: The Dushkin Publishing Company, Inc., 1983.

A compendium of articles indexed and designed to provide an overview of issues, such as the aging process, societal attitudes, retirement, death and dying.

Dangott, Lillian R., and Kalish, Richard A. **A Time to Enjoy: The Pleasures of Aging.** Englewood Cliffs, NJ: Prentice-Hall, 1979, 168 pp.

The authors, physical and gerontological psychologists, bring hope and health to old age. They show how old age can be a time for the celebration of life, growth, and pleasure. A lengthy section on the myths of aging dispels the stereotypes of conservativeness, senility, deteriorating intelligence, rigidity. There is a strong emphasis on staying healthy and enjoying leisure. Suitable resource for grades nine through 12.

Downs, Hugh. **Thirty Dirty Lies About Old.** Niles, IL: Argus, 1979, 168 pp.

The author is a noted television personality and former host of *Over Easy,* a show devoted to the subject of aging. He addresses 30 stereotypes of aging by incorporating historical, political, and human interest stories with research data. The caricatures lighten the subject of discrimination and help make the book appealing.

Hendricks, Jon, and Hendricks, C. Davis. **Aging in Mass Society: Myths and Realities,** Second Edition. Cambridge, MA: Winthrop Publishers, Inc., 1981, 492 pp.

A comprehensive description of the dimensions of aging. Part I introduces the study of aging and its links to historical and social currents. Part II presents a survey of the theoretical frameworks used by gerontologists, and Part III deals with certain crucial issues that impact on the daily lives of the elderly.

II. GUIDES TO TEACHING

Cameron, Marcia J. **Views of Aging: A Teacher's Guide.** Ann Arbor: Institute of Gerontology, University of Michigan/Wayne State University, 1976, 179 pp.

Designed as a unit on aging to be incorporated into existing courses, and primarily for use in grades seven through 12. It is organized around three major topics: "A Personal View of Aging;" "An Environmental View of Aging;" and "A Societal View of Aging." Each section includes a summary of the topic, references and background materials, and suggestions for homework and classroom activities. A fourth section, "Beyond the Unit," includes nine outlines which can be used in various classes. The appendix provides a bibliography, papers for lecture material or background information, sample quizzes, and questionnaires.

CESAE (The Clearinghouse for Elementary and Secondary Aging Education) Newsletter. Box 5112, Tennessee Technological University, Cookeville, TN 38501.

A source of reference materials.

Cole, W., and Harris, D. **The Elderly in America.** Boston: Allyn and Bacon, 1977.

A well done resource for high school level and above, with comprehensive teacher's guide.

Conant School. **Teaching and Learning About Aging.** Acton, MA 01720.

A curriculum guide and bibliography.

Pratt, F. **Teaching About Aging: A Teacher's Sourcebook.** Washington: The National Retired Teachers Association, pending publication.

A thorough and comprehensive resource for secondary level teachers.

Pratt, F. **Teaching About Aging.** Boulder, CO: ERIC Clearinghouse for Social Studies (SO 009 716), 1977.

Good resource for use at high school level.

Saxe, A.R. **The Young Look at the Old: Curriculum Building in the Area of Aging—A Manual to Assist in the Development of Courses on Teaching About Aging.** San Jose, CA: Gerontology Education and Training Center, School of Applied Science and Arts, San Jose State University, 1977.

Syracuse University, All-University Gerontology Center. **An Instructor's Handbook for the Development of a Basic Course in Gerontology.** Syracuse, NY 13210, 1975.

This handbook is intended to provide a method and a wide variety of materials from which an instructor/trainer/teacher can select in order to design a course suitable for his own setting.

III. LITERATURE

1. FICTION

Gaines, Ernest J. **The Autobiography of Miss Jane Pittman.** New York: Bantam, 1971, 246 pp.

Miss Jane Pittman, born on a Louisiana plantation, lived 110 years. Her recollections record the strength and endurance of a black woman living in the South. All students should enjoy this story of a remarkable woman who was born a slave and lived to witness the black militancy of the 1960s.

Greenfield, Josh, and Mazursky, Paul. **Harry and Tonto.** New York: Popular Library, 1974, 183 pp.

Seventy-two-year-old Harry is widowed, retired, and lives in New York City with

his best friend, Tonto, a cat. When they are forced out of their apartment, the two go to stay with Harry's oldest son. Feeling uncomfortable in the household, they set out across the country to visit Harry's other children, but travel plans become erratic. Their on-the-road experiences are varied and amusing. It is a touching story of an old man who is able to retain a positive perspective of life while coping with the losses of old age. All students should enjoy this novel.

Hemingway, Ernest. **The Old Man and the Sea.** New York: Charles Scribner & Sons, 1961, 159 pp.

This is a beautiful tale of an old man's relationships with a young boy, the sea, the creatures of the sea, and himself as a human being. The story also shows how an older person can face life and death with hope, courage, and wisdom. All students should enjoy this classic portrayal of a proud and independent old man.

Higgins, Colin. **Harold and Maude.** New York: Avon, 1979, 145 pp.

This is a story of a loving relationship between a 19-year-old boy and an 80-year-old woman. Harold is fascinated with death and spends his time faking elaborate suicides, attending funerals, and driving around in his hearse. Maude is fascinated with life and fills her days with adventure, new experiences, and growth. The novel treats death as a natural part of life, shows the value of a loving friendship, and deals with the struggle of finding one's identity. Whether it is a farce or a fantasy, it is a witty and tender story about the unconventional. Suitable for all grade levels.

Oliphant, Robert. **A Piano for Mrs. Cimino.** Prentice-Hall, 1980, 366 pp.

Esther Cimino, a widow of 76, is confused, exhausted, and, according to her two sons, doctors, and the court, is no longer able to manage her life. Time and the love and help from a caring granddaughter work a small miracle and Mrs. Cimino sets out to reclaim her independence. She finds that she not only has all of her wits, but some of the fires of youth as well.

Ruark, Robert. **The Old Man and the Boy.** New York: Holt, Rinehart & Winston, 1957, 303 pp. (Paper: New York: Fawcett, 1977.)

Recalling events from his past, the author writes of his youth and the time spent with his grandfather. The two hunted the woods and fields of North Carolina and fished in the lakes and ocean. The old man had a lot to teach and the boy was willing to learn. It is a harmonious friendship between a youth achieving manhood and an old man preparing for death. Suitable for grades nine through 12.

2. OLD PERSON'S PERSPECTIVE

Cowley, Malcolm. **The View from 80.** New York: Penguin Books, 1980.

Cowley's "own report, submitted as a road map and guide to some of the principal monuments." This account of life in one's ninth decade began as a widely-hailed, award-winning article in *Life Magazine.* Enriched and enlarged with further reflections, anecdotes, and readers' responses.

Hessel, Dieter T. **Maggie Kuhn on Aging.** Philadelphia: Westminster, 1977, 140 pp.

Maggie Kuhn, founder of the Gray Panthers and one of the most outspoken leaders of older Americans, speaks out on topics such as retirement communities, mandatory retirement, and health care for the elderly. She sets forth a new theory of successful aging which "allows for a shifting of gears to move in a new direction where we can take on the roles of advocate and social critic, and become the responsible elderly of society."

Scott-Maxwell, Florida. **Measure of My Days.** New York: Alfred A. Knopf, 1968, 150 pp.

Written at age 82, the author-psychologist gives her thoughts and reactions to being old. Within the journal, the author also offers illuminating insights into the structure of self, the essence of womanhood, and the need for human differentiation as opposed to equality. Beautifully written, the journal is a memorable reading experience. Recommended for advanced students.

Yates, Elizabeth. **Call it Zest: The Vital Ingredient After Seventy.** Brattleboro, VT: Stephen Green, 1977, 176 pp.

The author talks with 16 men and women who tell how they have kept life meaningful in their later years. Though retired, they are continuing a lifelong vocation or pursuing interests that developed later in life. Suitable for grades nine through 12.

IV. MEDIA

1. FILMSTRIPS

Aging: A Fact of Life and **Caring for the Aged.** Eye Gate Media, Inc., 3333 Elston Avenue, Chicago, IL 60618. Two filmstrips and cassettes, color, 15 minutes each, 1979.

A review of the misconceptions many people have regarding the aged. The physical, emotional, and social needs of the aged are studied, as well as the importance of attitudes toward the elderly. The elderly are viewed in a variety of living environments and are shown enjoying their lifestyles. The program concludes with a discussion of the acceptance of the reality of death and that, ideally, death is met nobly with grace and dignity.

How Would You Like to Be Old? Guidance Associates, Communications Park, Box 3000, Mount Kisco, NY 10549. Two filmstrips, color, 10 minutes each, 1975.

Part 1: Covers the effects media have on people's attitudes toward old age and explores some of the problems of our aged.

Part 2: Illustrates some of the useful contributions that the aged can make to society. It explains ways in which old age can be made a useful, productive, and fulfilling period.

Human Development: Successful Aging. Concept Media, P.O. Box 19542, Irvine, CA 92714. Eight filmstrips and audio tape cassettes or long-playing records, instructor's manual, color, 20 minutes each, 1977.

A series of eight filmstrips designed to provide the viewer with a better understanding of the needs, problems, emotions, and possibilities for continuing development associated with aging.

Perspectives on Aging. Concept Media, P.O. Box 19542, Irvine, CA 92714. Six filmstrips with record and script, color, 15 minutes each, 1974.

A series of filmstrips, including such program titles as "Myths and Realities," "Physical Changes and Their Implications," "Implications for Teaching," "The Confused Person," "Old People's Home—A Poetic Essay on Aging."

2. FILMS

Kotch. ABC Pictures Corporation, 1313 Avenue of the Americas, New York, NY 10019. Color, 114 minutes, 1971.

Seventy-two-year-old Kotch is not really wanted by his daughter-in-law, so he strikes out on his own, learning along the way, in some often humorous adventures, that helping others pays back in the long run.

Nobody Ever Died of Old Age. Films, Inc., Education Division, 733 Green Bay Road, Wilmette, IL 60091. 16mm, color, 66 minutes, 1975.

Presents a variety of old people in the United States and the problems they face.

On Golden Pond. Universal Pictures, 100 Universal City Plaza, Universal City, CA 91602. Color, 109 minutes, 1981.

A father and daughter try to be more open and communicative during a summer vacation. A popular movie starring Katharine Hepburn, Henry Fonda, and Jane Fonda.

A Rose By Any Other Name. Adelphi University Center on Aging, Garden City, NY 11530. 16mm and videocassette, study guide, color, 15 minutes, 1979.

A dramatic story about the search for closeness, privacy, and love, which portrays experiences of older people who live in long-term care facilities.

3. CATALOGS

About Aging: A Catalog of Films. The Ethel Percy Andrus Gerontology Center, University of Southern California, University Park, Los Angeles, CA 90007.

Aging. Center on Aging, Audio-Visual Collection, Northeast Louisiana University, Monroe, LA 71209.

Films on Aging. Michigan Media, The University of Michigan, Media Resources Center, 416 South Fourth Street, Ann Arbor, MI 48109.

V. PERIODICALS

Aging. Administration on Aging, Department of Health and Human Services, 330 Independence Avenue, SW, Washington, DC 20201.

A magazine, published bi-monthly, containing general interest articles aimed at people who work with the elderly. Special sections include news notes and publications.

50 plus: The Magazine for Your Best Years. Retirement Living Publication Company, Inc., magazine division of Whitney Communications Corporation, 850 Third Avenue, New York, NY 10022.

A monthly magazine featuring a variety of general-interest articles on a broad range of topics including legislation, travel, food, and health, as well as a selected special report.

The Gerontologist. Gerontological Society of America, Inc., 1835 K Street, NW, Suite 305, Washington, DC 20006.

Contains articles about practical and clinical aspects of management in medical and behavioral care of the aging population. Professional in content and aimed at caregivers to the elderly.

Modern Maturity. American Association of Retired Persons, 1909 K Street, NW, Washington, DC 20049.

Magazine published semi-monthly for members of AARP. Discusses a broad range of issues of particular interest to persons 55 and older, but interesting articles for all ages. Presents the senior citizen as a vital and active participant in society, while addressing the needs unique to that age group.

ORGANIZATIONS ON AGING

Administration on Aging
330 Independence Avenue, SW
Washington, DC 20201

American Association of Retired Persons
1909 K Street, NW
Washington, DC 20049

The Gerontological Society of America, Inc.
1835 K Street, NW, Suite 305
Washington, DC 20006

Gray Panthers
755 Ace Street, NW
Washington, DC 20001

National Council of Senior Citizens
1511 K Street, NW
Washington, DC 20005

National Council on the Aging, Inc.
West Wing 100
600 Maryland Avenue, SW
Washington, DC 20024

National Education Association
1201 16th Street, NW
Washington, DC 20036

Area Agencies on Aging
(Local agencies within each state. Contact State Agency on Aging for address. For a list of state agencies, see below.)

State Agencies on Aging
(Located in the capitol of your state; see below.)

STATE AGENCIES ON AGING

ALABAMA
Commission on Aging
2853 Fairlane Drive
Montgomery, AL 36130
Tel. (205) 832-6640

ALASKA
Division of Adult and Aging Services
Pouch H01-C
Juneau, AK 99811
Tel. (907) 465-3250

AMERICAN SAMOA
Territorial Administration on Aging
Office of the Governor
Pago Pago
American Samoa 96799

ARIZONA
Aging and Adult Administration
Room 226
1400 West Washington Street
Phoenix, AZ 85007
Tel. (602) 255-4446

ARKANSAS
Office on Aging
1428 Donaghey Building
7th and Main Streets
Little Rock, AR 72201
Tel. (501) 371-2441

CALIFORNIA
Department of Aging
1020 19th Street
Sacramento, CA 95814
Tel. (916) 322-3887

COLORADO
Division of Services for the Aging
Department of Social Services
Room 503
1575 Sherman Street
Denver, CO 80203
Tel. (303) 839-2586

CONNECTICUT
Department on Aging
80 Washington Street
Hartford, CT 06115
Tel. (203) 566-7725

DELAWARE
Division of Aging
Department of Health and Social Services
1401 North Dupont Highway
New Castle, DE 19720
Tel. (302) 421-6791

DISTRICT OF COLUMBIA
Office on Aging
Executive Office of the Mayor
Suite 1106
1012 14th Street, N.W.
Washington, DC 20005
Tel. (202) 724-5623

FLORIDA
Program Office of Aging and Adult Services
Department of Health and Rehabilitation Services
1321 Winewood Boulevard
Tallahassee, FL 32301
Tel. (904) 488-2650

GEORGIA
Aging Section
Department of Human Resources
618 Ponce de Leon Avenue, N.E.
Atlanta, GA 30308
Tel. (404) 894-5333

GUAM
Division of Senior Citizens
Government of Guam
P.O. Box 2816
Agana, GU 96910

HAWAII
Executive Office on Aging
Room 307
1149 Bethel Street
Honolulu, HI 96813
Tel. (808) 548-2593

IDAHO
Office on Aging
700 West State
Boise, ID 83720
Tel. (208) 334-3833

ILLINOIS
Department on Aging
421 East Capitol Avenue
Springfield, IL 62706
Tel. (217) 785-3356

INDIANA
Commission on the Aging and Aged
Room 201
Graphic Arts Building
215 North Senate Avenue
Indianapolis, IN 46202
Tel. (317) 232-1190

IOWA
Commission on the Aging
415 10th Street
Jewett Building
Des Moines, IA 50319
Tel. (515) 281-5187

KANSAS
Department of Aging
610 West 10th Street
Topeka, KS 66612
Tel. (913) 296-4986

KENTUCKY
Division for Aging Services
Bureau for Social Services
Department for Human Resources Building
6th Floor, West Wing
275 East Main Street
Frankfort, KY 40621
Tel. (502) 564-6930

LOUISIANA
Office of Elderly Affairs
P.O. Box 44282, Capitol Station
Baton Rouge, LA 70804
Tel. (504) 342-2747

MAINE
Bureau of Maine's Elderly
State House, Station 11
Augusta, ME 04333
Tel. (207) 289-2561

MARYLAND
Office on Aging
Room 1004
State Office Building
301 West Preston Street
Baltimore, MD 21201
Tel. (301) 383-5064

MASSACHUSETTS
Department of Elder Affairs
110 Tremont Street
Boston, MA 02108
Tel. (617) 727-7750

MICHIGAN
Office of Service to the Aging
300 East Michigan
P.O. Box 30026
Lansing, MI 48909
Tel. (517) 373-8230

MINNESOTA
Minnesota Board on Aging
204 Metro Square Building
7th and Robert Streets
St. Paul, MN 55101
Tel. (612) 296-2544

MISSISSIPPI
Council on Aging
Suite 301
802 North State Street
Jackson, MS 39201
Tel. (601) 354-6590

MISSOURI
Division of Aging
Department of Social Services
Broadway State Office Building
6th Floor
P.O. Box 1337
Jefferson City, MO 65102
Tel. (314) 751-3082

MONTANA
Aging Services Bureau
Department of Social and Rehabilitation Services
P.O. Box 4120
Helena, MT 59601
Tel. (406) 449-5650

NEBRASKA
Commission on Aging
P.O. Box 95044
Lincoln, NE 68509
Tel. (402) 471-2307

NEVADA
Division for Aging Services
Department of Human Resources
505 East King Street
Room 101, Kinkead Building
Carson City, NV 89710
Tel. (702) 885-4210

NEW HAMPSHIRE
Council on Aging
14 Depot Street
Concord, NH 03301
Tel. (603) 271-2751

NEW JERSEY
Division on Aging
Department of Community Affairs
CN 807
363 West State Street
Trenton, NJ 08625
Tel. (609) 292-4833

NEW MEXICO
State Agency on Aging
Chamisa Hill Building
330 St. Michaels Drive
Santa Fe, NM 87503
Tel. (505) 827-2802

NEW YORK
Office for the Aging
Agency Building #2
Empire State Plaza
Albany, NY 12223
Tel. (518) 474-5731

NEW YORK CITY FIELD OFFICE
2 World Trade Center
Room 5036
New York, NY 10047
Tel. (212) 488-6405

NORTH CAROLINA

Department of Human Resources
Division of Aging
Suite 200
708 Hillsborough Street
Raleigh, NC 27603
Tel. (919) 733-3983

NORTH DAKOTA

Aging Services
Social Services Board of N.D.
State Capitol Building
Bismarck, ND 58505
Tel. (701) 224-2577

NORTHERN MARIANA ISLANDS

Office of Aging
Department of Community and Cultural Affairs
Commonwealth of the Northern Mariana Islands
Civic Center, Susupe
Saipan, Mariana Islands 96950

OHIO

Commission on Aging
50 West Broad Street
9th floor
Columbus, OH 43215
Tel. (614) 466-5500

OKLAHOMA

Special Unit on Aging
Department of Human Services
P.O. Box 25352
Oklahoma City, OK 73105
Tel. (405) 521-2281

OREGON

Office of Elderly Affairs
Human Resources Department
772 Commercial Street, S.E.
Salem, OR 97310
Tel. (503) 378-4728

PENNSYLVANIA

Department of Aging
Finance Building, Rm. 404
Harrisburg, PA 17120
Tel. (717) 783-1550

PUERTO RICO

Gericulture Commission
Department of Social Services
P.O. Box 11398
Antigua Naval Base
Santurce, PR 00908
Tel. (809) 722-2429

RHODE ISLAND

Department of Elderly Affairs
79 Washington Street
Providence, RI 02903
Tel. (401) 277-2858

SOUTH CAROLINA

Commission on Aging
915 Main Street
Columbia, SC 29201
Tel. (803) 758-2576

SOUTH DAKOTA

Office of Adult Services and Aging
Department of Social Services
Richard F. Kneip Building
Pierre, SD 57501
Tel. (605) 773-3656

TENNESSEE

Commission on Aging
715 Tennessee Building
535 Church Street
Nashville, TN 37219
Tel. (615) 741-2056

TEXAS

Governor's Committee on Aging
210 Barton Springs Road
5th floor
P.O. Box 12786 Capitol Station
Austin, TX 78711
Tel. (512) 475-2717

TRUST TERRITORY OF THE PACIFIC

Office of Aging
Community Development Division
Governor of the Trust Territory of the Pacific Islands
Saipan, Mariana Islands 96950

UTAH

Division of Aging
Department of Social Services
Suite 326
150 West North Temple
P.O. Box 2500
Salt Lake City, UT 84103
Tel. (801) 533-6422

VERMONT

Office on Aging
103 South Main Street
Waterbury, VT 05676
Tel. (802) 241-2400

VIRGINIA

Office on Aging
830 East Main Street
Suite 950
Richmond, VA 23219
Tel. (804) 786-7894

VIRGIN ISLANDS

Commission on Aging
P.O. Box 539
Charlotte Amalie
St. Thomas, VI 00801
Tel. (809) 774-5884

WASHINGTON

Bureau of Aging
Department of Social and Health Services
OB-43G
Olympia, WA 98504
Tel. (206) 753-2502

WEST VIRGINIA

Commission on Aging
State Capitol
Charleston, WV 25305
Tel. (304) 348-3317

WISCONSIN

Bureau on Aging
Department of Health and Social Services
Room 453
One West Wilson Street
Madison, WI 53703
Tel. (608) 266-2536

WYOMING

Office on Aging
Department of Health and Social Services
720 West 18th Street
Cheyenne, WY 82002
Tel. (307) 777-7657

Old Enough to Care

PROGRAM 1 "ALTERATIONS" ACTIVITY SHEET 1

WHAT ARE YOUR REFLECTIONS?

Write a descriptive word or phrase to complete each of the following statements:

To me, most older people are

Most older people think teenagers are

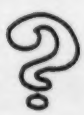
Most teenagers look at themselves as

For older persons, growing older means

Most older people think the life of a teenager is

In old age, my life will be

Aging is



After you have completed these statements, fold the paper and set it aside until after you have viewed the program.

Old Enough to Care

PROGRAM 1 "ALTERATIONS" ACTIVITY SHEET 2

WHY STUDY AGING?

1. BECAUSE "AGING" IS *NOT* OLD AGE BUT A SERIES OF DEVELOPMENTAL CHANGES—BIOLOGICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL—WHICH OCCUR THROUGHOUT THE LIFE SPAN.

2. BECAUSE YOU HAVE SOME CONTROL OVER WHAT YOUR LIFE WILL BE LIKE IN THE VARIOUS STAGES OF DEVELOPMENT.

   You have choices to make in many areas: job, education, income, friends, marital status, residence, financial planning, personal growth and development, recreation and use of leisure time.

3. BECAUSE MOST OF YOU WILL REACH OLD AGE.

   Figures taken from the 1980 census[1] indicate that the average life expectancy in the United States, at birth, is:

   Females—77.5 years;
   Males——70.0 years.

4. BECAUSE SURVIVAL TO OLD AGE AND WELL-BEING IN OLD AGE CAN BE INFLUENCED BY CURRENT CHOICES IN ACTIVITIES AND LIFESTYLES SUCH AS:

   — diet maintained throughout life;
   — exercise maintained throughout life;
   —refraining from drug and alcohol abuse;
   —good health habits, e.g., rest, relaxation;
   —managing stress and anxiety.

5. BECAUSE YOU NEED TO PLAN FOR YOUR "MIDDLE YEARS" WHICH MAY BE SOMEWHAT DIFFERENT FROM THOSE OF GENERATIONS BEFORE YOU.

   Since more people are living longer, consider that you may provide support not only for your children but, at the same time, partial support for your parents and possibly your grandparents. How will you manage?

6. BECAUSE, REALIZING THAT YOU MAY ONE DAY BE OLD, YOU MAY WISH TO EXERCISE YOUR VOICE AS A CITIZEN IN THE DEVELOPMENT OF PROGRAMS AND POLICIES WHICH WILL AFFECT YOUR QUALITY OF LIFE IN LATER YEARS.

   E.g., conservation and appropriate use of natural resources, health care, financial security....

7. BECAUSE YOU ARE AGING NOW AND *THIS* IS THE TIME TO BEGIN PLANNING FOR YOUR FUTURE.

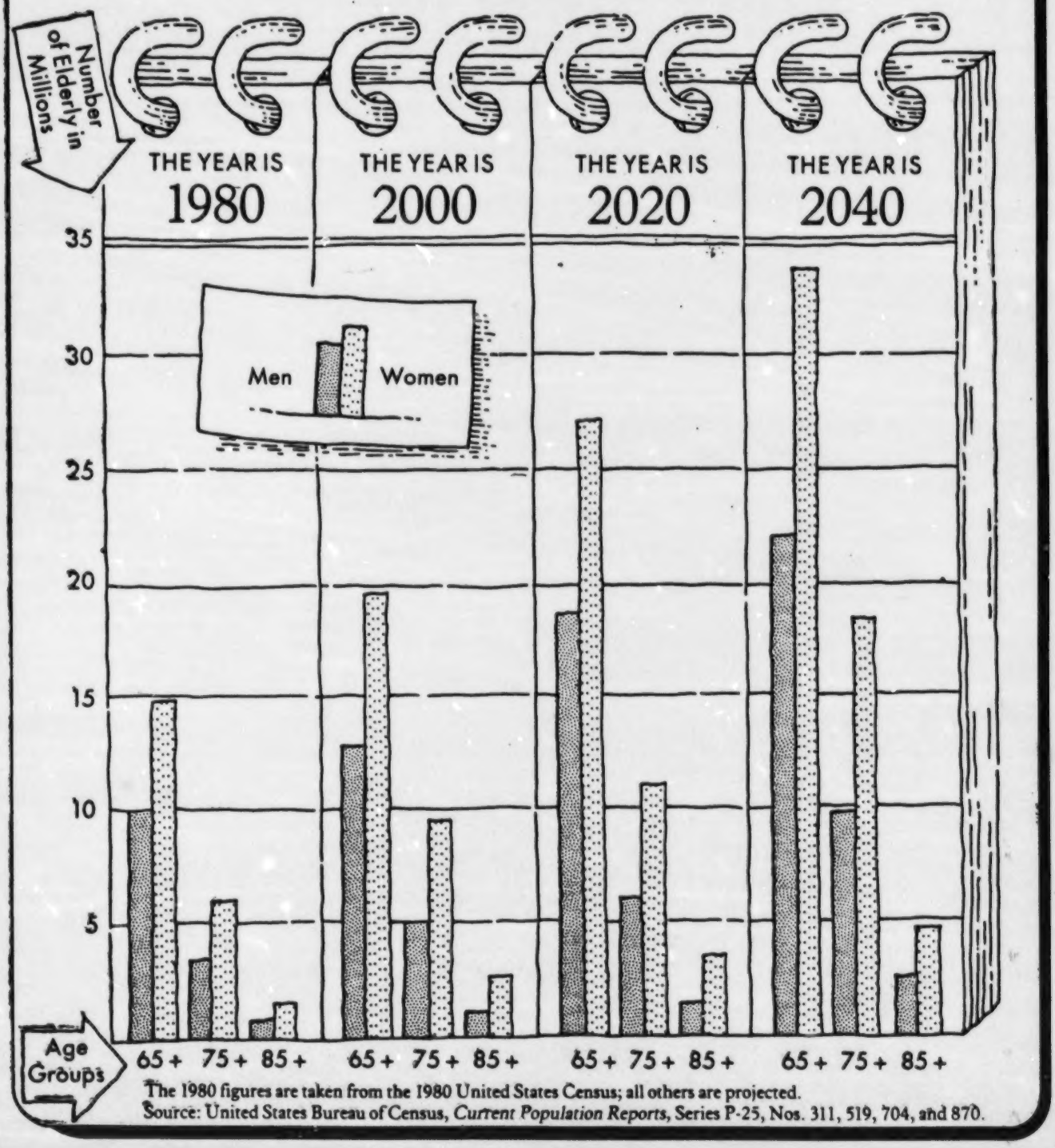
[1] National Center for Health Statistics, *Monthly Vital Statistics Report*, Volume 32, Number 4, August 11, 1983.

30

Old Enough to Care

PROGRAM 1 "ALTERATIONS" ACTIVITY SHEET 3

IS OLD AGE A WOMAN'S WORLD?



The 1980 figures are taken from the 1980 United States Census; all others are projected.
Source: United States Bureau of Census, *Current Population Reports*, Series P-25, Nos. 311, 519, 704, and 870.

31

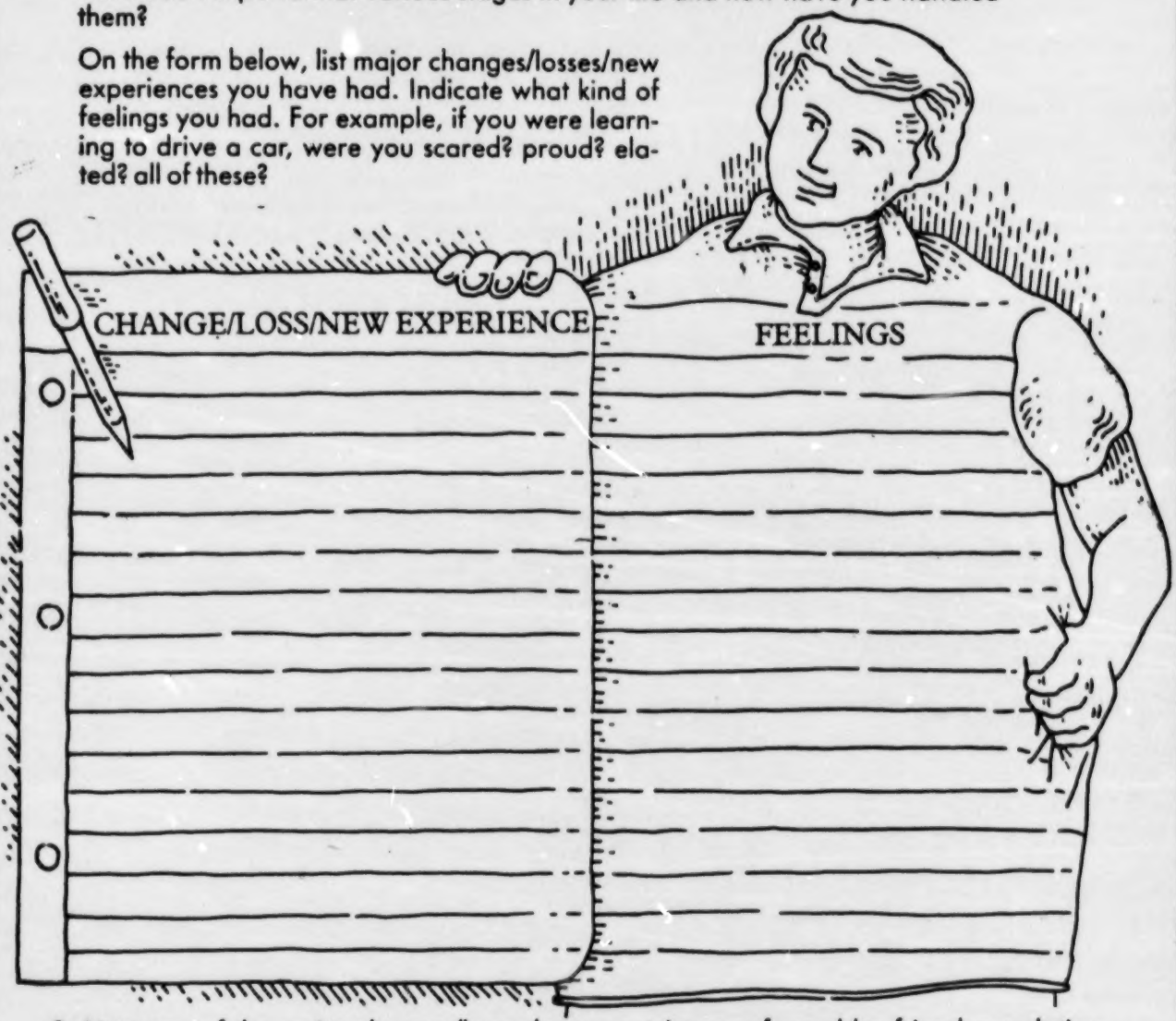
Old Enough to Care

PROGRAM 2 "BURIED TREASURES" ACTIVITY SHEET 4

WHAT CHANGES OR EXPERIENCES HAVE BEEN IMPORTANT TO YOU?

1. Aging is a life-long process of change and development. What experiences have been important at various stages in your life and how have you handled them?

   On the form below, list major changes/losses/new experiences you have had. Indicate what kind of feelings you had. For example, if you were learning to drive a car, were you scared? proud? elated? all of these?



2. List some of the major changes/losses/new experiences of an older friend or relative. How did he/she feel about these?

32

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PROGRAM 3 "THIRD WIND" ACTIVITY SHEET 5

WHAT ARE YOUR PLANS FOR THE FUTURE?

Aging is a life-long process of change and development.

1. On the form below, list some of your personal and career goals. Identify steps/actions toward achieving these goals, and resources available to help you.

GOALS (Personal)	STEPS/ACTIONS	RESOURCES
make varsity team	work out/practice	coaches/gym facilities
GOALS (Career)		
become a welder	training/apprenticeship	occupational school/ instructors/union local

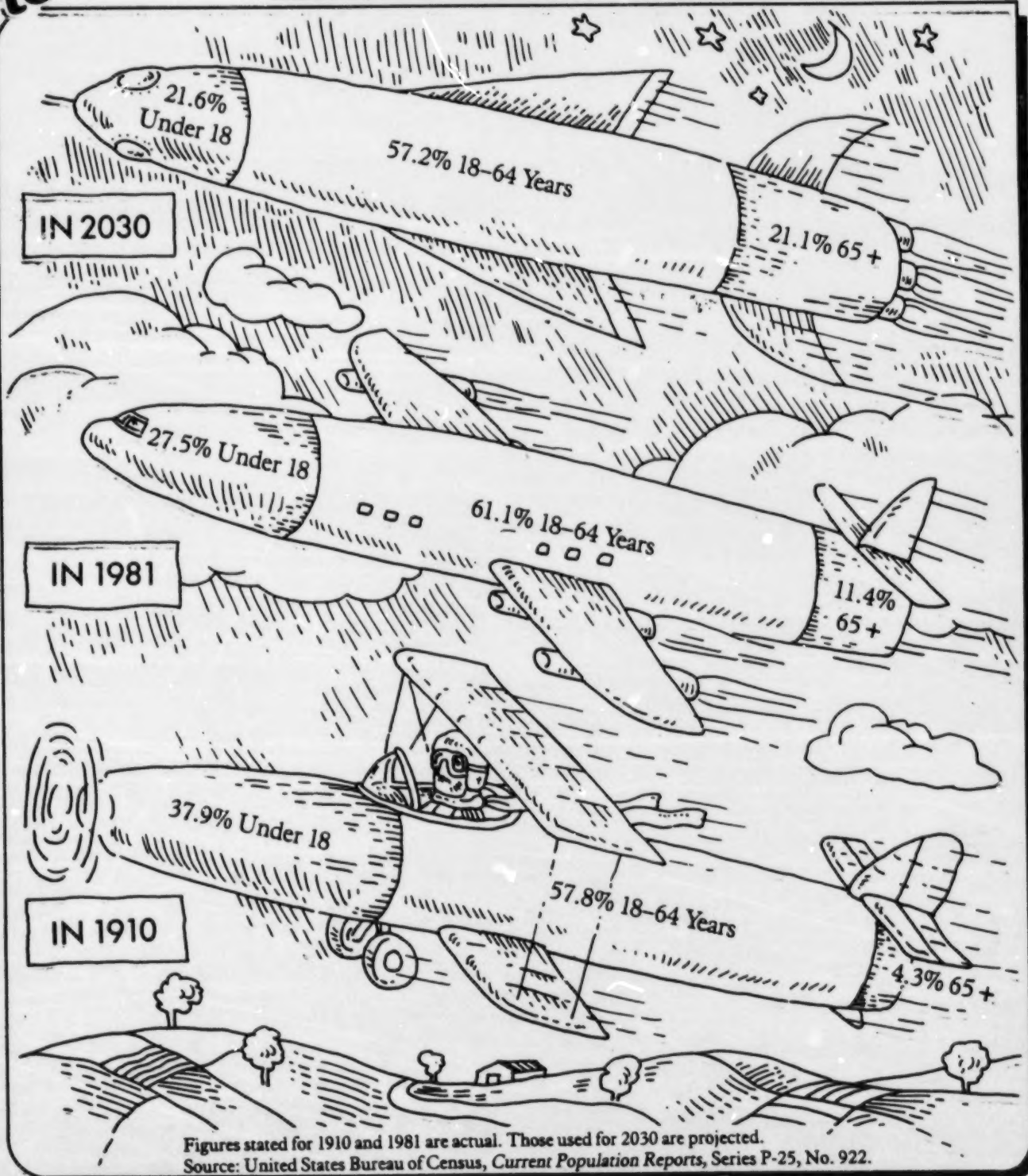
2. List some goals that an older person should be trying to achieve.

GOALS	STEPS/ACTIONS	RESOURCES

Old Enough to Care

PROGRAM 4 "TAKING STOCK" ACTIVITY SHEET 6

HOW ARE THE AGE GROUPS GOING TO CHANGE IN THE FUTURE?



Figures stated for 1910 and 1981 are actual. Those used for 2030 are projected.
Source: United States Bureau of Census, *Current Population Reports*, Series P-25, No. 922.

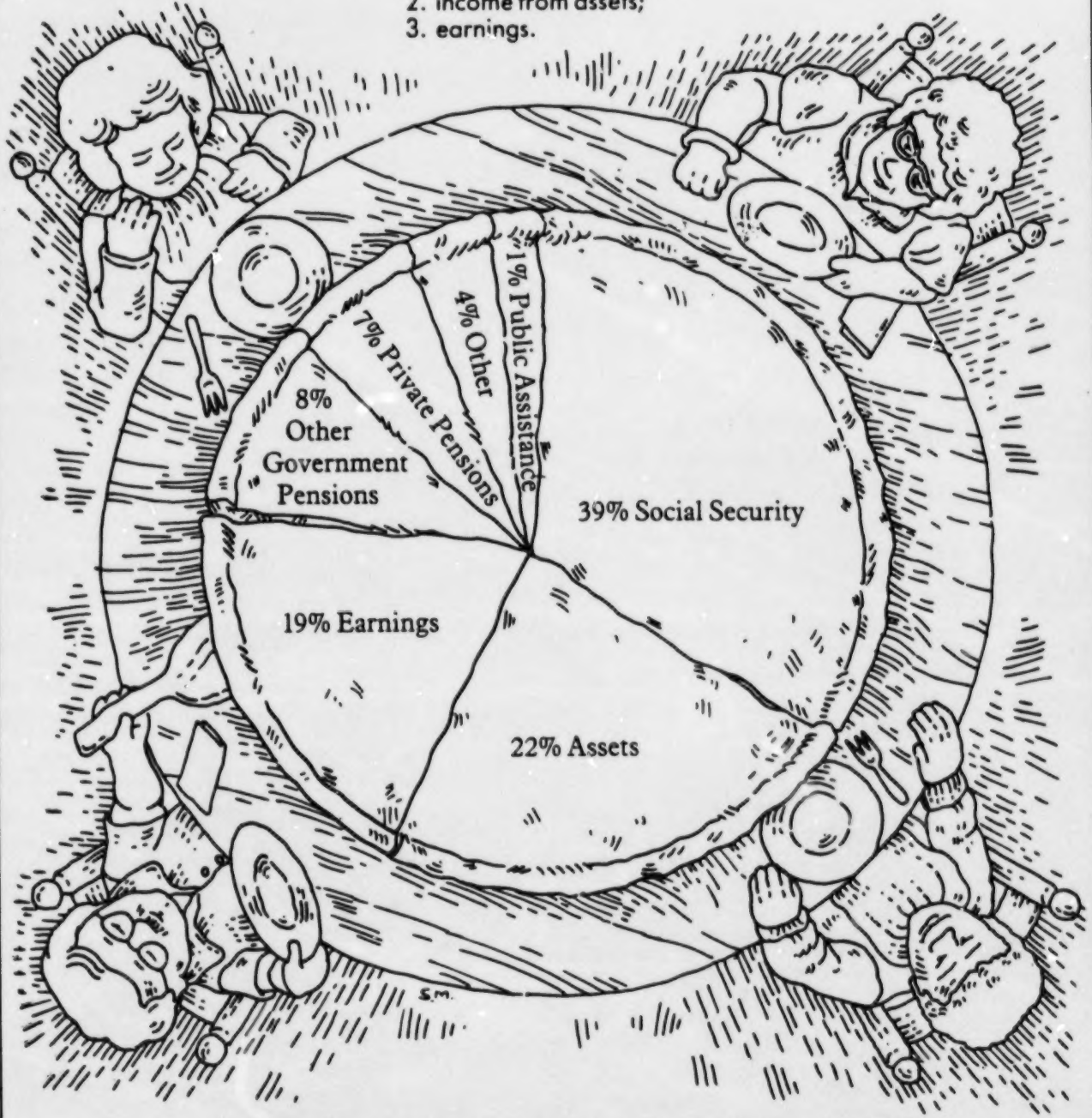
Old Enough to Care

PROGRAM 4 "TAKING STOCK" ACTIVITY SHEET 7

WHERE DO OLDER PEOPLE GET THEIR MONEY?

The three major sources of income for persons age 65 and older are:

1. Social Security benefits;
2. income from assets;
3. earnings.



Source: Social Security Administration, "Income of the Population 55 and Over, 1980," Table 45.

35

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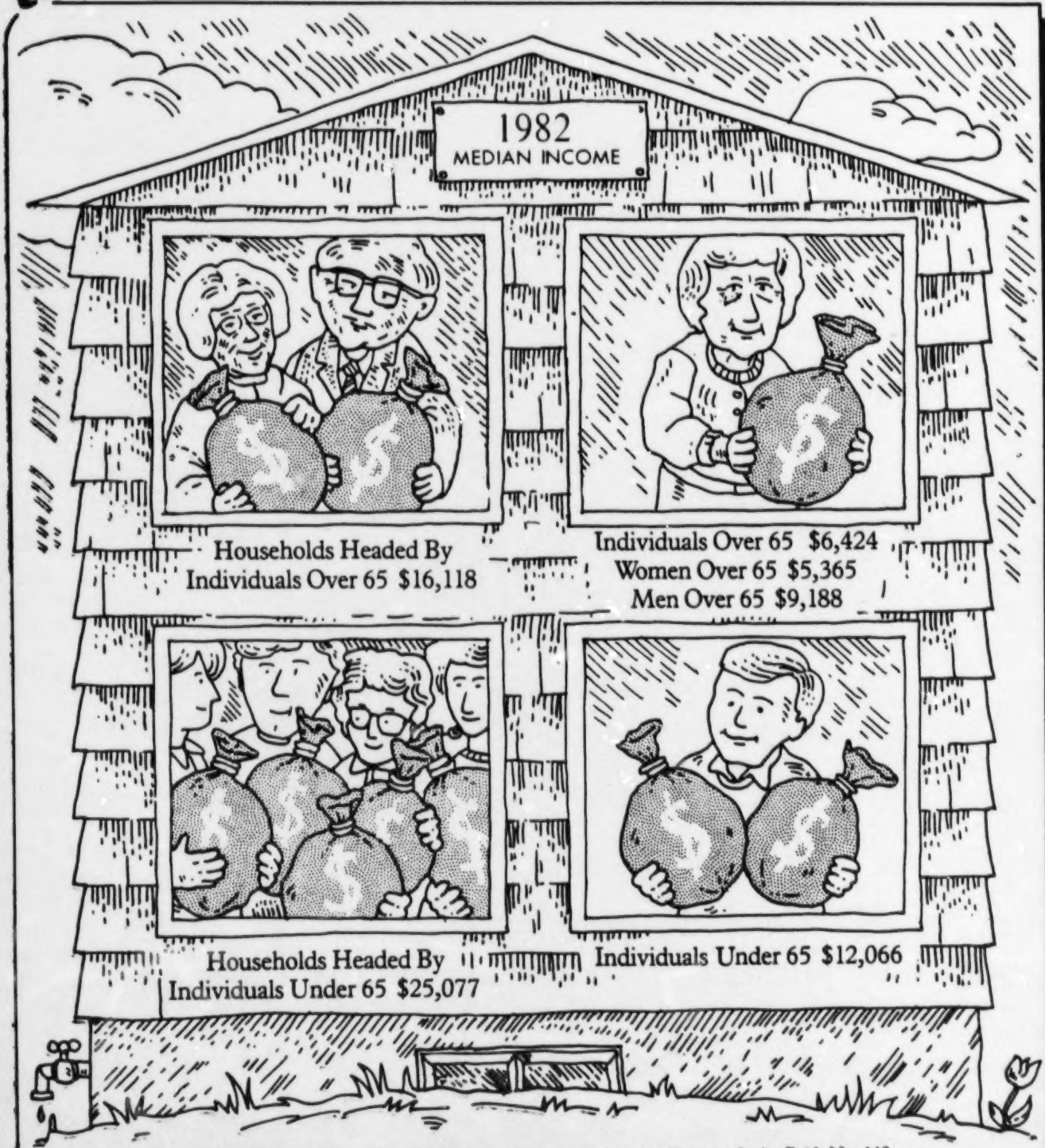
PROGRAM 4 "TAKING STOCK" ACTIVITY SHEET 8

HOW MUCH MONEY DO OLDER PEOPLE HAVE?



Source: United States Bureau of Census, *Current Population Reports*, Series P-60, No. 140.

36

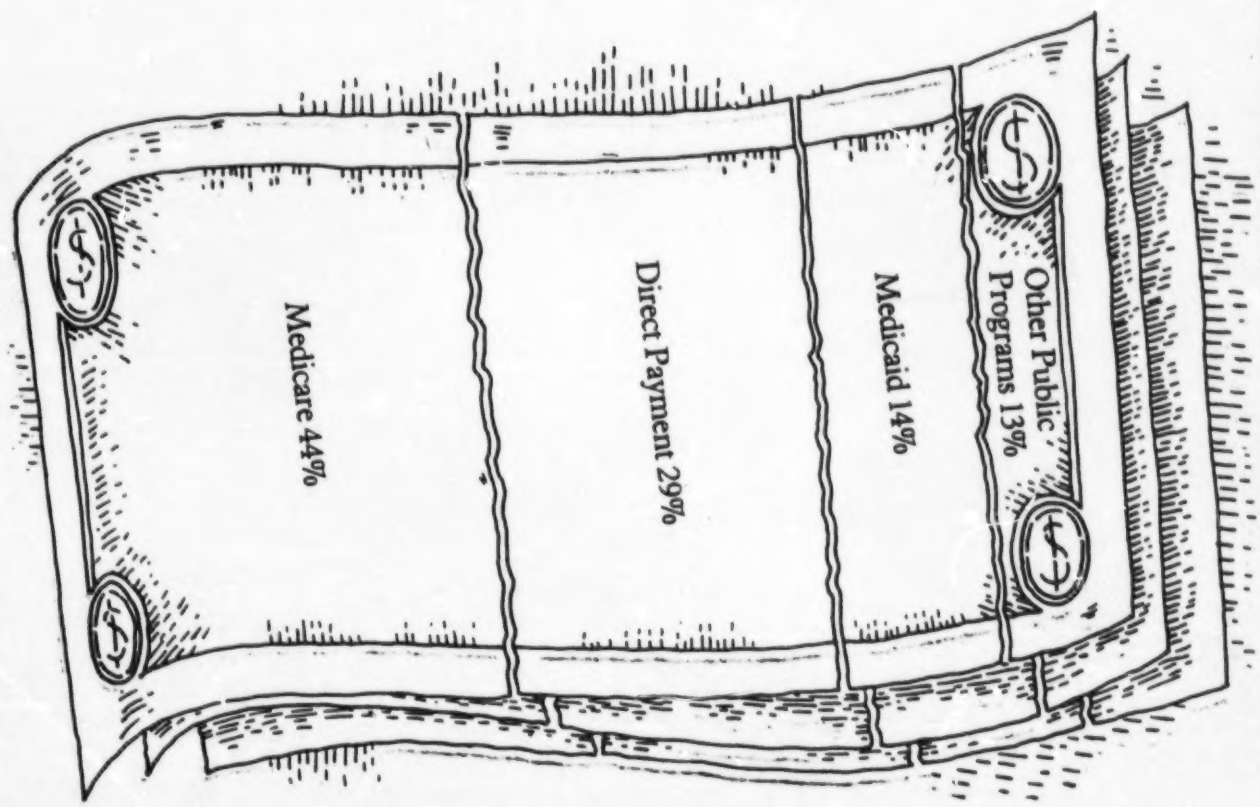
PROGRAM 5 "PAPER SLIPPERS" ACTIVITY SHEET 9

WHEN OLDER PERSONS NEED HEALTH CARE, WHO PAYS THE BILLS?

Out-of-pocket payments for health care are a major expense for the elderly. In 1980, approximately two-thirds of health care benefits for the elderly were derived from government programs such as Medicare and Medicaid. The remaining one-third had to be paid by the elderly patient.

Medicare is a Federal health insurance program for people aged 65 or older, people of any age with permanent kidney failure, and certain disabled people.

Medicaid is a program with eligibility requirements based upon income. Income levels, which are usually poverty-level or below, are established by individual states. Generally, Federal, state, and local governments share in the costs of this program.



Source: Fisher, Charles, R., "Differences by Age Groups in Health Care Spending," Health Care Financing Review, Spring, 1980.